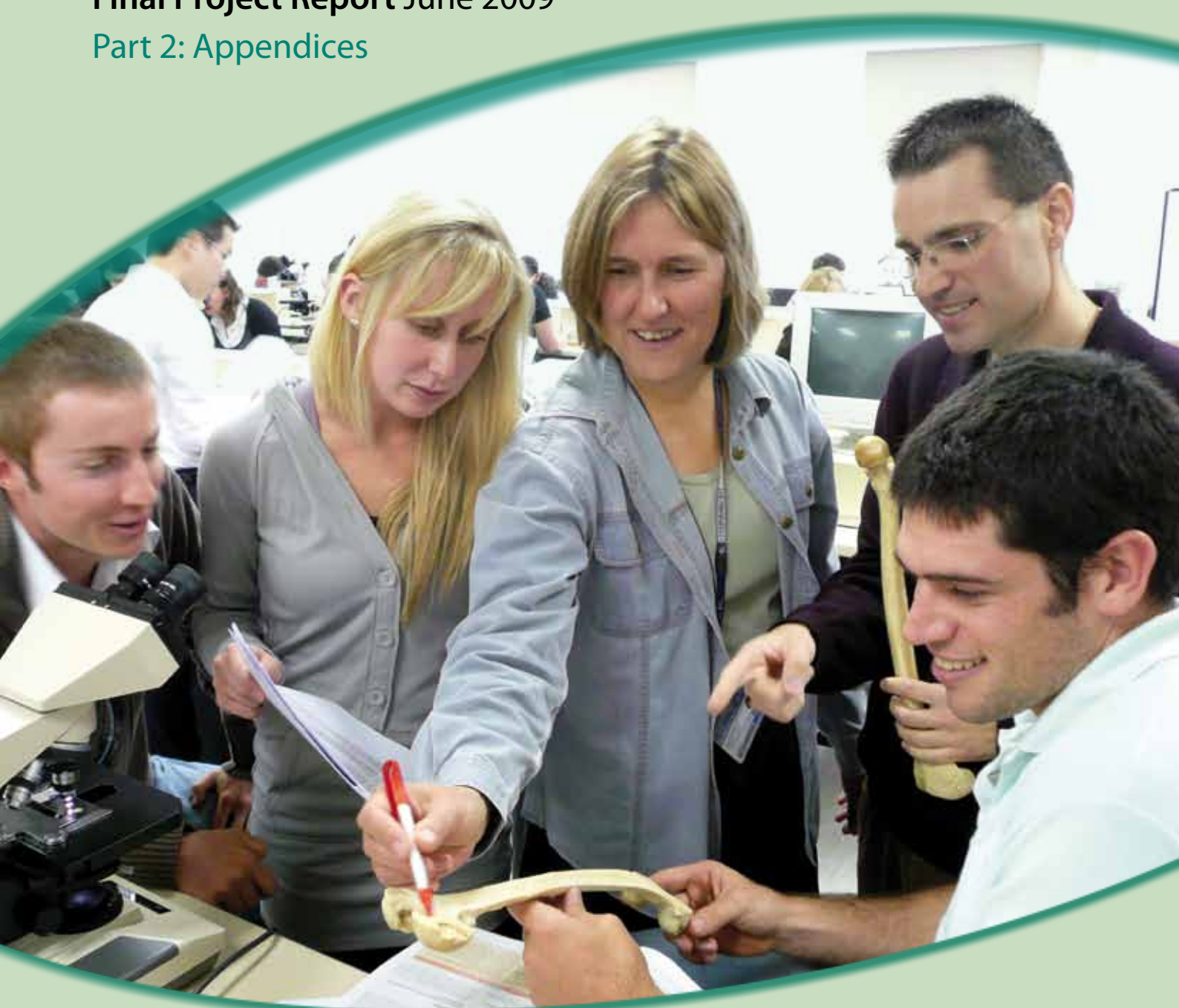


Peer Review of Teaching for Promotion Purposes

a project to develop and implement a pilot program of external Peer Review of Teaching at four Australian universities

Final Project Report June 2009

Part 2: Appendices



9. APPENDICES

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APPENDIX 1: SUMMATIVE PEER REVIEW OF TEACHING: A LITERATURE REVIEW

INTRODUCTION

There are three generally-recognised types of peer review of teaching: diagnostic, formative and summative. Diagnostic peer review, the least discussed of the three, is a limited-term form of peer review intended to identify and address issues arising from an individual's or department's teaching practice (Costello et al., 2001). Formative peer review is an ongoing process of professional development that aims to continually develop the individual and collective quality of teaching, and summative peer review is an intermittent process that aims primarily to evaluate teachers' current level of ability (Cavanagh, 1996).

This literature review concentrates on summative peer review of teaching. A great deal of research has been done on formative peer review—what it is, why and how to do it, and how to respond to its findings—ranging from the American Association for Higher Education's *From Idea to Prototype—Peer Review of Teaching* in 1994 to the ALTC-funded project *Peer Review of Teaching in Australian Higher Education: Resources to support institutions in developing and embedding effective practices and policies*, completed at the University of Melbourne in 2008. While this work informs the discourse and literature surrounding summative peer review of teaching, comparatively little has been written on summative peer review of teaching itself. The work that has been done has focused predominantly on identifying problems inherent in the concept of peer review and establishing the preconditions necessary for the development of a successful summative peer review system. Enrique E Batista noted in his 1976 literature review that there was still a great need for research and practical work to be done on developing workable protocols and 'adequate instruments for use in [summative peer] evaluations', and this still remains the case.

This review will examine several key areas in the establishment of a successful summative peer review of teaching program: the status of summative peer review in Australian universities; prerequisites for establishing a successful program; necessary elements of a summative peer review program; criteria for peer evaluation, frequency of peer review; personnel; and academics' responses to summative peer review of teaching programs. These will form the basis of the project team's practical work in developing protocols, tools and supporting materials for summative peer review.

SUMMATIVE PEER REVIEW OF TEACHING IN AUSTRALIAN UNIVERSITIES

While formative peer review of teaching—particularly classroom teaching—is well-established both internationally and in Australian universities (Bell, 2002), summative peer review is less common. Publicly-available information on Human Resources and Academic Development Unit websites suggests that comparatively few Australian universities run substantial peer review of teaching programs, particularly in connection with promotion processes. However, with teaching-only positions and teaching-intensive career pathways being developed at many Australian universities, there is an increasing need for promotion processes that are specific to teaching, and for feedback on teaching that provides adequate evidence of teaching work to promotion committees. As Brawley (2008) demonstrates, using the same promotion processes and evidence requirements for research and teaching promotion applications does not work. Universities need to develop comparable but distinct processes and criteria for evidence in teaching applications, which both parallel the local (Levels A and B), national (Level C) and international (Levels D and E)

referees presented by research-based applications, and recognise teaching as a concept that goes beyond face-to-face work in classroom or supervision situations.

This means developing workable tools for the evaluation of evidence. Many universities ask for teaching evidence in promotion applications in the form of references. However, there are problems with this format which can undermine its effectiveness when dealing with teaching. The first is a lack of defined criteria for reviewers to apply in evaluating teaching. The second is a lack of space and scope that can lead to information being presented misleadingly—for instance, opinions which are not necessarily formed on the basis of first-hand evidence being stated as fact (Hildebrand, 1971). While some have argued in favour of references or reports based on opinions or general impressions, on the grounds that ‘teaching skill is a generalized ability’ that can be assessed ‘from . . . performance in faculty-lounge discussions, in debates at departmental meetings, and in quadrangle discussions’ (Kulik, quoted in Centra, 1975), from the 1960s onward, there has been a developing consensus on the need for objective, evidence-based, criterion-referenced evaluation of teaching by peers for summative purposes.

PREREQUISITES FOR A SUMMATIVE PEER REVIEW PROGRAM

The prerequisites for an effective summative peer review of teaching program can be grouped into three categories: overall goals; institutional support; and the process of development.

Overall goals

The first thing any peer review of teaching program needs is a clear and fixed goal (Seldin 1982). It must be apparent from the outset—not only to the program’s administrators, but also to the academics who will be peer reviewers and candidates for peer reviews—whether the program is to be used for diagnostic, formative or summative purposes, or a combination of the three.

It can be argued that any peer review of teaching system should include both formative and summative aspects (Roe et al., 1986; Cashin, 1996; Cosser, 1998). This is often on the grounds of efficiency—resources for peer review, particularly qualified and competent peer reviewers, are always in short supply (Kahn, 1993)—or fairness, as an integrated system ensures that staff members have opportunities to ‘improve their performance through diagnostic feedback or adjunct training’ (Roe & McDonald, 1983). However, there are risks to running an integrated program. As Roe, McDonald and Moses (1986) point out, ‘In any evaluation scheme one purpose rather than another tends to be, or become, predominant’ and there is therefore ‘some risk of conflict between the two purposes’ derailing the program. Integration of formative and summative peer review may also lead to cross-contamination between the two components—a ‘halo effect’ in which prior or formative reviews influence, whether positively or negatively, the results of later or summative reviews (Elton, 1998)—and even concern over the possibility of such cross-contamination can undermine confidence in the validity of the program. Finally, an integrated peer review program may be unjust (Cashin, 1996) if information gathered for formative purposes is used as a basis for decision-making about promotions or other rewards. As formative peer review is designed to produce information that will help teachers to develop their skills, it necessarily concentrates on areas of weakness. Requiring that a decision-making body have access to this information is unfair to teachers applying for promotion or other rewards, as it forces them to undermine their own case.

For these reasons, there is considerable support for separating formative and summative peer review programs as far as possible (Seldin, 1982; Seldin, 1984; McKnight, 1986; Centra, 1993; Cavanagh, 1996). However, this also has pitfalls, mostly in that teachers tend to be mistrustful of a

peer review system that includes no formative component. Perhaps Smock and Crooks (1973) and Cashin (1986) offer the best alternative when they propose that summative peer review programs be accompanied by an adjunct and completely separate formative system that academics can access at will for support and professional development purposes.

Institutional support

In addition to having a clear goal, a summative peer review program must be compatible with 'the institution's goals and with its operational style, politics and traditions' (Seldin, 1982); and because each institution has a different culture of and perspective on teaching, its peer review program should explicitly be grounded in its own mission statements and Graduate Attributes (Cashin 1996). However, while peer review programs should be appropriate to individual institutions, Seldin (1982) recommends adapting existing programs to suit, rather than developing new ones. This saves time and resources, increases transparency, and opens the potential for universities to work with partner institutions using similar programs.

Summative peer review of teaching programs should include a visible and functioning link with the rewards offered by the institution (Gibbs & Openshaw, 1983; Seldin, 1984; Kahn, 1993; Cerbin, 1994; Cashin, 1996; Cosser, 1998), or they will not be considered worth participating in. They must also have wide support throughout the institution, both from senior (administrative) staff members and from academic and professional staff. The support of senior staff is crucial to establishing a peer review program, as 'Leadership from the bottom is notoriously inefficient, and usually ineffective' (Cashin, 1996), but it must also have the support of those it aims to assess, or it will fail through lack of use. To work properly, a peer review program must be funded and staffed adequately (Seldin, 1984; Cashin, 1996), and integrated with existing administrative protocols around promotion. Finally, it must be 'comprehensible, fair, flexible and easy to understand' (Seldin, 1982; French-Lazovik, 1981; McKnight, 1986; Seldin, 1984; Cohen & McKeachie, 1980; Cashin, 1996). Any system that is overly complex, apparently unfair, too rigid or too confusing will be difficult for both professional and academic staff members to engage with, and will eventually fail.

Development process

How a summative peer review of teaching program is developed is also important. For a program to be effective, its development process must be open, visible, and well-publicised (Seldin, 1982; Seldin, 1984; Roe et al., 1986; Cashin, 1996). It is frequently argued that academic staff members—both those being reviewed and those eligible to serve as reviewers (Cavanagh, 1996)—should be involved in the process of developing the system or consulting on the criteria for assessment, as they are then more likely to be invested in its success (Seldin, 1982; Kahn, 1993; Cosser, 1998; Paulsen, 2002; Elmore, 2008), and more likely to participate.

A successful peer review program must develop explicit, defined criteria for peer reviewers to apply (Needham, 1982; Cashin, 1996; Quinlan, 2002; Schaffner and MacKinnon, 2002; Brent & Felder, 2004; Elmore, 2008), and exclude hearsay and gossip as sources of evidence (Seldin, 1984; Roe et al., 1986; AVCC, 1981; Elmore, 2008). Moreover, applicants for review must be aware of these criteria along with peer evaluators (Seldin, 1984). The program should be designed to be open to modification (Seldin, 1982) based on feedback from all staff members involved in the process: senior administrators, professional staff members, peer evaluators, and applicants for review. Ideally, it should contain a built-in feedback loop, so that it can be regularly refined and adapted (Cashin, 1996; Yon et al., 2002). It must use valid instrumentation: Seldin (1982) suggests drawing on the skills of academic and professional staff who develop SET questionnaires in order to develop effective tools for the peer review process if necessary. Finally, it must be well-organised and easy to run: if forms and procedures are smoothly and correctly administered (Seldin 1982), the system as a whole will be better-regarded.

ELEMENTS OF A SUMMATIVE PEER REVIEW OF TEACHING PROGRAM

When 'peer review of teaching' is mentioned, the first thing most teachers think of is peer observation of classroom teaching. However, the definition of teaching is much broader than face-to-face classroom work: it also encompasses administrative and scholarly work undertaken outside the classroom, professional development, and educational research. A comprehensive peer review of teaching system must therefore include both classroom teaching and the intellectual and scholarly work that supports and derives from it, by means of a review of written materials and documentation.

Peer Observation of Classroom Teaching

The inclusion of peer observation of classroom teaching in a summative peer review program is a contentious issue (Cohen & McKeachie, 1980). Many argue that evaluation of classroom teaching is properly the province of students, as the primary 'consumers' of a teacher's classroom work (Scriven, 1984), and reject summative peer evaluation on the grounds that it is statistically invalid. In this argument, peer evaluation results are regarded as valid if they correlate closely with the results of student evaluations (Koon & Murray, 1995). However, this argument rests on two assumptions that are frequently unexamined: firstly, that student evaluations themselves are intrinsically valid (which in fact is only the case if students are asked the right questions: Costin et al., 1971); and secondly, that student and peer evaluations are evaluating the same things. There are elements of classroom work—for instance, degree of subject knowledge and integration of research and teaching—that students are not qualified to assess, but staff are (AVCC Working Party, 1981; Roe & McDonald, 1983; Cambridge, 1996; Cosser, 1998; Paulsen, 2002). If peers and students are evaluating different elements of a teacher's classroom work, there is no real reason to expect a close correlation between their results, or to declare the results of peer evaluation invalid if no such correlation appears.

Other reasons given for rejecting summative peer evaluation of classroom teaching include that it is inherently unfair and impossible to do well (Scriven, 1981), that the presence of peer observers can disrupt a class (Scriven, 1981; Cosser, 1998), that peer reviewers are unable to be objective (Scriven, 1981), and that its results can be invalidated by personal motivations, expectations of reciprocity, and conflicts between reviewers or between a reviewer and candidate for peer review (Ford & Hassel, 1984). While these are valid concerns, researchers have found that they are not always borne out in practice: Ford and Hassel, for instance, found that while interpersonal conflict between reviewer and candidate for peer review produced a 'significantly lower' rating than neutral or positive relationships, the reviewer's 'harsh narrative criticisms' were 'in one form or another, corroborated by the other observers' (Ford & Hassel, 1984). Many writers are at least cautiously in favour of including classroom observation in a summative peer review system (Cohen & McKeachie, 1980; Kahn, 1993; Cosser, 1998), not as a replacement for Student Evaluation of Teaching reports, but as a complement to them.

Peer Review of Written Materials and Documentation

There is broader agreement on the inclusion of teaching portfolios and other written material in summative peer review systems. The AVCC Working Party (1981), Scriven (1981), Kahn (1993), Malik (1996), Cosser (1998) and Centra (2000) all state that teaching portfolios and other written material can validly be summatively assessed by peers, in part because they 'capture the intellectual substance' of teaching in ways that other methods may not (Cambridge, 1996). The list of materials recommended for inclusion in a teaching portfolio, however, varies widely. Arguments have been made for including statements of teaching philosophy (Kahn, 1993), copies of syllabuses and course design information (Kahn, 1993; Roe et al., 1986; Malik, 1996; Centra, 2000; Cohen & McKeachie, 1980), examples of course material (Centra, 2000; Roe & McDonald, 1986; French-

Lazovik, 1981), samples of assessments including tasks and copies of student work, and student results (Roe et al., 1986; Malik, 1996; Centra, 2000; Cohen and McKeachie, 1980; French-Lazovik, 1981). Kahn (1993) and Roe, McDonald and Moses (1986) argue for including documentation of efforts to improve teaching, along with summaries of student evaluations (Centra, 2000). Material less directly connected to classroom teaching can also be included, including descriptions of teaching innovations and assessment of their effectiveness (Roe and McDonald, 1986; Centra, 2000), lists of grants, awards and other formal recognitions of teaching ability (Roe et al., 1986). Malik (1996) also suggests that reflective writing or self-evaluation is valid for assessment. However, the validity of including evidence of research and publication in the area of educational theory and/or the scholarship of teaching—whether as part of teaching achievements or part of research achievements—is not at any point addressed in the literature, even though teaching and the intellectual work surrounding it are recognised as profoundly scholarly activities (Hutchings, 1996).

CRITERIA FOR PEER EVALUATION

As previously mentioned, for a summative peer review of teaching system to be valid, it must set out clear criteria for peer evaluators to use, both in observing classroom teaching and evaluating written material (Kahn, 1993; Cosser, 1998; Gustad, 1967; Quinlan, 2002). As Brent and Felder state (2004), peer observers who work without a list of criteria to structure their observations are likely to focus on ‘whatever happens to catch [their] attention’—in the classroom or out of it (Quinlan, 2002). This usually means style issues (Roe et al., 1986). Teaching style is not a reliable gauge of the effectiveness of teaching or the ability of the teacher being observed; it is, however, the most personalised, subjective and arguably divisive aspect of classroom teaching. If reviewers focus on teaching style, it can lead to candidates for peer reviews being assessed on their personality and appearance (Stodolsky, 1984), their diction (Brent & Felder 2004), and whether they have done things the way their reviewer would have (Quinlan, 2002), instead of on substantial concerns. This demonstrably undermines the purpose of summative peer review. It is therefore preferable to establish a list of criteria that focuses on skills and avoids engaging with issues of teaching style.

The most common thing listed for assessment in a summative peer review of teaching program—whether classroom observation or evaluation of written materials—is the teacher’s knowledge of their subject matter (Ketefian, 1977; Cohen & McKeachie, 1980; AVCC Working Party, 1981; Seldin, 1984; Brent & Felder, 204). Other criteria put forward for peer review of classroom teaching include the teacher’s degree of preparedness (Seldin, 1984; Stodolsky, 1984; Ford & Hassel, 1984; Brent & Felder, 2004), their ability to motivate students (Seldin, 1984; Stodolsky, 1984), their degree of interest in both the subject they are teaching (Seldin, 1984; Brent & Felder, 2004) and in teaching itself (Seldin, 1984), and their technical teaching and/or supervision skills (Ketefian, 1977; Seldin, 1984; Cohen & McKeachie, 1980; Roe et al., 1986; Atwood et al., 2008). In practice, this last can be broken down into separate, specific criteria such as the teacher’s ability to effectively communicate course or session objectives (Ford & Hassel, 1984), apply relevant and effective teaching techniques to present material (Cosser, 1998), and use resources and examples effectively (Costello et al., 2001; Brent & Felder, 2004).

Proposed criteria for peer evaluation of written materials include the effectiveness of course organisation (Seldin, 1984; Roe & McDonald, 1986; Cohen & McKeachie, 1980; Malik, 1996; Centra, 1994), effectiveness of course outlines, handbooks and other materials (Ketefian, 1977; Seldin, 1984; Roe et al., 1986; Malik, 1996; Centra, 1994; Brent & Felder, 1996; AVCC Working Party, 1981), standard of student results, particularly exam results, and evidence of student learning (Seldin, 1984; Roe & McDonald, 1986; Cohen & McKeachie, 1980; Centra, 1994), the teacher’s integration of teaching into their overall career path (Seldin, 1984; Roe et al., 1986; Centra, 1994), the quality of

their professional development in teaching, awards and prizes for teaching work, grants and other forms of external recognition (Roe & McDonald, 1986), appropriateness of objectives and choice of methodology (Seldin, 1984; Brent & Felder, 1996). The quality of a teacher's research related to teaching is also considered a valid criterion by Roe, McDonald and Moses (1986).

TOOLS FOR PEER REVIEW OF TEACHING

Several researchers and universities have developed rubrics for evaluating a teacher's classroom work or documentation. These are often in the form of lists of criteria accompanied by a ratings scale (often a Likert scale or variation), with an overall rating given at the end of the form, and sometimes some space allowed for a summary comment (Miller, 1972). These criteria tend to be presented in general forms, with few details to help peer reviewers identify the evidence that answers them: for example, 'Was class time well used?' (Miller, 1972). This lack of guidance can make it difficult for peer reviewers to locate appropriate evidence against each criterion and complete their review objectively. For this reason, Yon et al (2002) recommend supplementing rubrics with a list of example 'indicators' or 'operationalized examples of specific classroom behaviours' for each criterion.

FREQUENCY OF PEER REVIEW

Another question that must be decided when constructing a peer review of teaching program is how frequently it should be run. In the UK, peer review programs are an automatic part of annual performance management processes, and Roe and McDonald (1983) likewise recommend using a yearly system wherever possible. Writers in the US vary, with some recommending running peer review programs everything from once a year to every three years (McClellan, 2007).

There is also the question of how frequently peer review should occur during each iteration of the program. For peer review of classroom teaching, it is widely argued that a single instance of peer observation is not sufficient for a report to be valid (Rowley, 1978; Seldin 1984; Paulsen, 2002). Those who recommend including peer observation of classroom teaching in a summative peer review system therefore suggest varying amounts of observation. Atwood, Taylor and Hutchings (2000) propose a system of frequent visits, each lasting an hour or less. Kahn (1993) advocates 'regular' observations, though without giving a specific number, and Cosser (1998) 'as many as possible'—meaning (ideally) all teaching sessions for a given course, but otherwise 40% of teaching sessions, with an absolute minimum of three. Rowley (1978) recommends 'the maximum possible number of visits' but prefers observation sessions less than an hour in length. However, most are also aware that these are ideal scenarios, and that they might prove logistically difficult, if not impossible, to achieve. Practicality might dictate using fewer observations.

There is no apparent discussion of how often written materials should be assessed during a given peer review cycle. Once per cycle is universally presumed to be sufficient.

PERSONNEL

When establishing a peer review of teaching program, several questions surrounding personnel must be considered: namely, who should be eligible to serve as a peer reviewer, how many peer reviewers should be used, where they should be sourced from, how they should be allocated to candidates for peer review, and who should be eligible to be peer reviewed.

Peer evaluators

Cosser identifies three attributes of a good peer reviewer: understanding of the candidate for peer review's subject, experience in teaching, and formal educational qualifications and/or training in the area (1998). Brent and Felder likewise privilege experience as a qualification, suggesting that reviewers should be 'tenured, or with primarily teaching and advising responsibilities', have three years or more of teaching experience, be competent, flexible and unbiased teachers, and be knowledgeable about the criteria and the discipline in which the candidate for peer review is teaching (2004). Prosser (1980), Cosser (1998) and Bell (2002) carry this further to state that the 'peer' reviewer in a summative evaluation may in fact be 'a supervisor or person seen as having greater expertise than the person being observed' (Bell, 2002). Beyond this, little work has been done. However, several writers point out that the reason peer evaluations, particularly of classroom teaching, tend to be invalid or of poor quality is because the peer evaluators have not been trained to assess teaching (Klinkum, 2003). The validity and accuracy of peer review of both classroom teaching and written materials can be increased by training the peer evaluators (Cashin, 1996; Malik, 1996; Cosser, 1998; Keig & Waggoner, 1994; Quinlan, 2001; Yon et al., 2002). Therefore, it seems reasonable to infer that the best candidates for peer evaluators are those who combine experience, expertise in teaching, a degree of seniority, and training in evaluation.

That understood, many writers recommend using multiple reviewers in peer observation of classroom teaching, as a way of both providing multiple perspectives and protecting candidates for peer review from possible reviewer bias. Cosser (1998) recommends 'a panel' of observers, Kahn (1993) 'several', Gustad (1967) and Ford and Hassel (1994) a 'large' group, and Centra (1993) an 'ad hoc committee of teachers' comprising at least four members. However, the question of who should be able to work as a peer reviewer, either in classroom observation or the assessment of documentation, has been comparatively rarely considered.

Source of peer reviewers

Many writers assume that peer reviewers for classroom teaching will be drawn from within the same department or area as the teacher being reviewed (AVCC Working Party, 1981; Barnett, 1992; Ketefian, 1977; Ford & Hassel, 1984; Kahn, 1993; Cosser, 1998; Brent & Felder, 2004). This method has its advantages: such reviewers have expertise in the subject area, familiarity with the context in which the candidate for peer review is teaching, and an awareness of the requirements of teaching in the target discipline (Quinlan, 2002).

Alternatives to this system have largely been proposed by papers focussing on formative peer review of classroom work: Cosser (1998) proposes using reviewers from 'the same or a cognate discipline in another, essentially similar university', or drawing upon 'practising professionals' where appropriate, while others suggest looking outside the university for examiners, using methods including audio and video recordings, or campus visitation. Klinkum (2003) and McClellan (2007) suggest a system combining elements of both, in which the candidate for peer review provides a reviewer from within their university but outside their immediate area with 'contextual information about the lesson, the programme and the students' (Klinkum, 2003) before an observed session, and conclude the process with a post-observation debriefing.

A similar situation pertains regarding written materials and documentation. The number of evaluators needed for valid peer review of written documentation is not discussed at any point, but many papers work on the assumption that peer review will be carried out by the local reviewers such as the promotion committee itself or by staff members who report to it, for instance a designated individual or a sub-committee (Southern Regional Education Board, 1975; Prosser, 1980; Gibbs & Openshaw, 1983; Centra, 1994; Centra, 2000; Elmore, 2008). However, this is both logistically difficult—members of promotion committees are always pressed for time—

and ethically dubious, as it leaves candidates for peer review directly open to the prejudices, preferences and knowledge gaps of those making decisions on their futures. There is therefore an increasing tendency to recommend using peer reviewers who are separate from the decision-making process itself (Seldin, 1984), both for ethical reasons and to increase both the degree of objectivity of the review and the appearance of objectivity in the eyes of the promotion committee.

Even in this system, however, there is a tendency to assume that reviewers should be local—known to the candidate for peer review, and with extensive knowledge of their teaching context (Southern Regional Education Board, 1975; Cohen & McKeachie, 1980; Scriven, 1981; Centra, 1983; Centra, 1984; Roe et al., 1986; Cashin, 1996; Centra, 2000; Elmore, 2008). As Brawley points out, however, ‘in-house approaches cannot deliver the level of rigour that would compare [scholarship of teaching and learning] favourably with research cultures (2008). Once again, it is papers focussing on formative peer review of written evidence that offer other possibilities—particularly that of using peer reviewers who are experts in the target discipline but external to the subject’s department, faculty or university (Cosser, 1998). This has been taken up as a possibility in some discussions of summative peer review (Barnett, 1992; Atwood et al., 2000; Malik, 1996; Klinkum, 2003). Brawley (2008) takes the principle one step further, in a parallel to research criteria for international referees, and recommends an international system of external peer review organised by ‘discipline communities . . . with a focus on teaching and learning and an interest in fostering peer review’ to assess teaching portfolios and other documentation. This is beyond the capacity of individual institutions to develop.

Allocation of reviewers

It is common to find the assumption that a candidate for a summative peer review should be able to choose their reviewer or reviewers. However, this has disadvantages in that reviewers selected by the candidate can be perceived by a promotion committee as being biased in their favour. Allocating a peer reviewer rather than allowing the candidate to choose one can at least ‘[enable] the process of peer review to become’, and be perceived as, ‘more academically rigorous’ (Costello et al., 2001), which is an advantage in a summative system.

Candidates for evaluation

The final question to be considered in developing a summative peer review of teaching program is that of who to evaluate. In the US, there is a tendency to argue that only junior lecturers—that is, those without tenure—should be summatively evaluated (Miller, 1974; Yon et al., 2002). However, this system raises ethical concerns, in that it targets the most vulnerable, least powerful and least privileged members of the teaching community. It also creates problems such as resentment of senior staff members who may evaluate their colleagues without themselves submitting for evaluation (Langsam & Dubois, 1996).

The assumption is therefore starting to change (Root, 1987). McKnight suggests that any summative peer review system should be universal, if for no other reason that ‘to develop and maintain norms for a variety of categories’ (1986), and experiments with formative peer review show that senior academics being peer reviewed alongside their junior colleagues can decrease resentment of the peer review system and increase the take-up of both formative and summative systems (Langsam & Dubois, 1996). In the UK, peer review of teaching is already a universal process, and Roe and McDonald (1983) recommend this approach in Australian universities also. However, universal peer review also raises equity concerns. As Seldin points out, it tends to be predicated on the assumption that ‘every faculty member will be good to whatever degree in all ... categories’ of the lecturer’s role at all times throughout their career, and in practice this is far from

the case: 'both the nature of individual talent and the varied demands placed on colleges and universities argue for greater differentiation' (1984).

A universal system also has the disadvantages, rarely addressed by those who advocate it, of being prohibitively large, expensive, and difficult to run. Anwyl, Ball and McInnis (1992), put forward a more flexible and practically workable alternative in the form of an opt-in process, in which applicants for promotion can choose to engage in summative peer review if applying for promotion on the grounds of quality teaching. This has the advantage of targeting those academics for whom teaching assessment is a focus of their career and relevant to their career development and promotion opportunities. It also provides a solution to the problem, identified in a previous section, of how frequently to run the peer review program, by putting the timing of peer review under the teacher's control.

STAFF RESPONSES TO SUMMATIVE PEER REVIEW OF TEACHING SYSTEMS

It is common, particularly in papers from the US, to find teachers arguing vehemently against the establishment of summative peer review of teaching programs. The most common reason given for this is that teaching is an inherently unassessable activity: 'Teaching performance does not lend itself to evaluation. Good teaching defies definition. It is so singular, they say, that it is incapable of measurement' (Seldin, 1984). However, it is increasingly recognised that this is not a valid argument. As Cross points out, it is entirely possible to identify, evaluate and reward good teaching, even if the process is a very individualised one, because 'there are some characteristics and teaching procedures that are consistently associated with effective teaching' (1991). Good teaching is based in a defined skill set that can be taught, evaluated and assessed 'as rigorously as research and publication and has been for years by many institutions' (Seldin, 1984). And as Keig and Waggoner state, academics are 'becoming increasingly aware that successful teachers are knowledgeable about education theories and practices' (1994).

The underlying reason for teachers' rejection of summative peer review of teaching seems to be fear, and not only the stage-fright associated with performance for an audience of judges. Seldin points out that there is frequently a mismatch between the job of teaching and the temperament of the person doing it: 'Someone trained to a solitary, cognitive activity such as research may not necessarily enjoy having to engage in a social, manipulative activity such as teaching, even though he or she has to do it to get paid' (1984). This problem can be exacerbated—or encouraged—by a culture and rewards system that privilege the development of research and research skills above the development of teaching and teaching skills. And academics who have co-operated with this agenda, either out of personal preference or as a strategic element of their career plan (Asmar, 2002), may feel both vulnerable and inadequate when they find themselves expected to submit their teaching for assessment.

Many academics have also had little opportunity to be trained in teaching at tertiary level (Howe II, 1967; Smock & Crooks, 1973; McManus, 2001). Lecturers have traditionally been assumed to learn teaching more or less by osmosis: by the time they have completed a PhD, they must know how to teach, because, after all, they have been taught (Astin & Lee, 1967; Astin, 1985; Keig & Waggoner, 1994). This can leave them with a limited repertoire of teaching strategies and an inability to articulate the philosophies, reasoning and processes that underlie their classroom teaching choices—along with the suspicion that those who will be assessing them are in much the same situation (Cavanagh, 1996). Teachers in these circumstances can understandably feel vulnerable and defensive when they find themselves expected to be summatively assessed on something they were never trained to do.

In each case, these fears can combine with the more-or-less universal human assumption that any summative assessment system either is or will become punitive in nature, no matter what the stated reason for undertaking it, to become an active hostility to summative peer review of teaching. Developers of summative peer review of teaching programs must therefore choose strategies and protocols that address or counteract these fears without compromising on the need for rigorous and substantial peer review.

CONCLUSION

Although comparatively little work has been done on the summative peer review of teaching, what had been published offers a range of theories and options from which to develop protocols, processes and tools. These, however, tend to focus on ideal practice, with relatively little consideration given to the logistical, financial and personnel issues involved in creating a functioning summative peer review of teaching program. The challenge for researchers developing such a program is to effectively negotiate the tension between the need for rigour and objectivity in peer evaluation, and the practicalities of running a workable peer review program, to achieve a system that is both practical and fair without sacrificing academic rigour.

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APPENDIX 2: ***PRO FORMAS AND OTHER MATERIAL PRODUCED FOR/USED IN THE PROJECT***

1. Internal Peer Review protocols and tools
2. External Peer Review protocols and tools
3. Formative Peer Review protocols and tools
4. Peer reviewer, convener and candidate professional development resources
5. Notes for promotion committees
6. Adapting Peer Review protocols
7. Peer Review Teams and equity issues

Peer Review of Teaching for Promotion Applications:

Peer Observation of Classroom Teaching

Information, Protocols and Observation Form for *Internal* Peer Review Team

Available from
www.adelaide.edu.au/clpd/peerreview/documents.html

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1. The objective of the Peer Review Process

Excellent teaching should be recognised, valued and rewarded in a similar manner to excellent research. One of the fundamental pillars for the recognition of excellent research is through peer review.

This peer review of teaching process covers two areas of academic practice: classroom performance and non-classroom curriculum activity. Academics who apply for promotion and elect to have their teaching peer reviewed as a component of the promotion process will each have at least one teaching session observed by a two-person internal peer review team (IPRT). On the basis of the first-order evidence obtained by direct scrutiny of the applicant's teaching, a report on each applicant will be prepared by each member of the IPRT. These reports will be used by the relevant academic promotion committee to inform their decisions about the merits of the applicant's promotion application.

Academics who apply for promotion and elect to have their non-classroom curriculum activity peer reviewed (separately from or in addition to their classroom teaching) will have their teaching portfolio and/or teaching component of their application sent to a partner university, where an External Peer Review Team (EPRT) will consider the relevant portions of the application, which may include an IPRT report. Different universities are likely to have different requirements for the evidence that should be presented as part of the teaching component of the promotion application, so the specific information that will be sent for external peer review will depend on local requirements. Using the criteria in the external peer review form, the EPRT members will make a determination as to the quantity and quality of the evidence presented by the applicant on the standard of their contribution to teaching. The EPRT's two individually-written reports will then be returned to the home university, to be used by the relevant academic promotion committee within that university.

The reports prepared by IPRTs and EPRTs will provide academic promotion committees with sources of expert advice on the quality of an applicant's teaching and the standard of their contribution to educational practice, based on a comprehensive peer review process.

Because the definition of what constitutes good teaching practice is so broad, it is impractical to attempt to construct a prescriptive, rigid framework that would be applicable to all teachers in all teaching situations. With this in mind, the IPRT and EPRT forms have been designed to be flexible, covering broad dimensions of teaching and learning practice that could reasonably be expected to be present in the practice of an applicant for promotion. At the same time, individual institutions may include additional criteria relevant to the local educational context.

Protocols for both the IPRT and EPRT have been prepared with due recognition of the fact that they may need to be adapted to meet the requirements of individual universities.

2. The Internal Peer Review Team

2.1 Role of the Internal Peer Review Team

When an applicant for academic promotion elects to have her/his teaching peer reviewed, an IPRT will gain first-order evidence of her/his teaching skills by observing the applicant in at least one teaching/learning situation. The two members of each review team will complete, separately or together, an *Observation of Teaching Session Report*. This report may be considered by an EPRT along with the relevant portions of an application for promotion, depending on the requirements of the local university.

2.2 Composition of the Internal Peer Review Team

The IPRT members for each peer review applicant will be drawn from an approved pool of peer review team members. In all cases, the IPRT will comprise two people: one staff member well-

credentialed and experienced in learning and teaching, and one discipline-specific peer reviewer. If more than one session is observed for any applicant, the same IPRT should be used for all sessions. An IPRT must include at least one academic at Associate Professor or Professor level. Membership of an IPRT or EPRT is current for two years.

2.2.1 The learning and teaching peer reviewers

The learning and teaching peer reviewers should be suitably qualified and skilled staff with recognised expertise in the field of learning and teaching. In most cases they would have been the recipient of a teaching award, or have formal qualifications in learning and teaching and/or have an educational research profile.

The Deans of each Faculty will recommend nominees from their respective areas. IPRT members must be of at least Senior Lecturer status, and all reviewers must be approved by the DVC(A) or her/his nominee. Once approved, these nominees will form the university's panel of learning and teaching peer reviewers, with individuals drawn from the panel to be included in an IPRT and/or EPRT for that University. The Head and Deputy Head of Central and Faculty-based Academic Development Units would normally be considered for inclusion on these teams.

2.2.2 The discipline-specific peer reviewer

The Deans of each Faculty will recommend nominees from their respective areas. IPRT members must be of at least Senior Lecturer status, and all reviewers must be approved by the DVC(A), or her/his nominee. As far as possible, the discipline-specific reviewers should be from the same broad discipline area as the applicant. The discipline-specific peer reviewers should have internal recognition and credibility as having an appropriate level of understanding of learning and teaching issues.

2.3 The selection of the Internal Peer Review Team

When applications for promotion are received, the person assigned the responsibility for processing applications (the **Administrator**, usually from Human Resources) will advise the DVC(A), the relevant Deans and the Head of the central Academic Development Unit of the names, Faculties and Schools of those applicants who have elected to have their teaching peer reviewed in conjunction with their application for promotion.

The DVC(A), on the combined advice of the Dean of the Faculty concerned and the Head of the central Academic Development Unit, will approve the learning and teaching peer reviewers for the IPRT for each Faculty within a promotion round, and, on the recommendation of the Dean/s, approve the discipline expert to join the teaching expert on the respective team/s.

2.4 Notification of membership of Internal Peer Review Team to applicant

The collated list of approved IPRT members for the current period should be made available to all members of the university community, so that applicants intending to seek peer review of their teaching can be aware of the names of potential reviewers. Applicants may refuse potential IPRT members ahead of their IPRT being convened if they wish. However, applicants for promotion cannot choose the members of their IPRT.

Once the DVC(A) has approved the membership of the various IPRTs, the Peer Review **Coordinator** (usually a member of the central Academic Development Unit) will notify each applicant of the names of the two members of the IPRT that will observe her/his teaching session(s). Should an applicant have an objection to one or both members of the IPRT nominated to review her/his teaching, she/he may lodge such an objection in writing with the DVC(A), including reasons to support the objection/s. The DVC(A) will either replace one or both of the team members, or determine that the panel membership will remain unchanged, and advise the applicant accordingly.

2.5 Preparation of members of the Internal Peer Review Teams

There is an expectation that all peer reviewers will undergo appropriate professional preparation. In most circumstances, workshops, information sessions or any other means of preparation that may

be deemed suitable will be planned and presented as a collaborative exercise between the central Academic Development Unit and the Human Resources area within the university concerned.

2.6 Conflict of interest

Members of IPRTs necessarily know the identity of the applicants they are reviewing, and are known to them. An IPRT member may by chance be assigned to observe an applicant with whom s/he has a close personal or professional relationship (these include family and financial relationships, current or recent former research partners or co-writers, and recent teaching colleagues). Recent close professional relationships are defined as those active within 5 years of the date of the application, or for whom they have been a formative peer reviewer.

As peer reviews relate to promotion decisions, reviewers are required to act in accordance with the Ethics or Conflict of Interest policy of their university, and disclose any potential conflict of interest to the co-ordinator. The Coordinator will then make appropriate arrangements for another peer reviewer or IPRT to act in their place if it is judged necessary.

3. The process

3.1 Nomination of teaching session(s) to be observed

It is the responsibility of the applicant to nominate the session(s) to be observed; these may be formal classes, tutorials, a flexible learning activity, a laboratory class, etc. The review team may offer a contrary suggestion on the basis that an alternative session may provide a better opportunity for the applicant to demonstrate her/his teaching ability, but the final choice rests with the applicant. Aside from the availability of the members of the IPRT, the only restriction imposed is a requirement that the observation(s) must be within the stipulated time period that takes cognisance of factors relevant to the promotion process. Practicalities such as physical location may also have to be taken into account.

Applicants should provide the review team with a brief synopsis of relevant course and session learning objectives, along with any necessary handouts. They may also, if they wish, provide other information and documentation relevant to their chosen teaching sessions, particularly with regard to any alignment between the theoretical and practical aspects of their teaching: for example, it would assist the review team for applicants to inform them of the outcomes they are hoping their students will achieve during each session, and of the learning activities and teaching strategies they intend to use to support these learning outcomes. However, the nature and extent of the additional information provided is left to the applicant's discretion.

3.2 Meeting between the applicant and the Internal Peer Review Team before the observations

The two members of the Internal Peer Review Team must have a meeting with the applicant before the observation(s) of the teaching session(s). The assumption is made that both the applicants and the members of the peer review teams will be familiar with the academic promotion process, and the protocols associated with the internal review process.

The purpose of the meeting is to provide applicants with an opportunity to nominate the session(s) to be observed, discuss issues they perceive to be relevant, and make available any relevant documentation (for example, course outlines, curriculum, resources given to students etc). When this meeting concludes, the steps that follow it should be clear to both the applicant and the members of the IPRT, as should their respective expectations. It is important that applicants be confident that they have been given every possible opportunity and consideration, before, during and after the observation process, to demonstrate their teaching ability.

This meeting will be organised by the Peer Review Coordinator, and while there is no set duration, it is estimated that thirty to sixty minutes should be more than sufficient to cover the ground required.

3.3 The observation(s)

The IPRT members will passively and unobtrusively observe the nominated session(s), and record their observations. It is recommended that the applicant let the students in the session to be observed know that there are visitors but not indicate the purpose is to review the applicant's teaching.

3.4 Meeting between the applicant and the IPRT after the observations

As soon as practical after the observations have been completed, there should be a second meeting between the applicant and the IPRT; this may be arranged by the reviewers in consultation with the applicant, or be arranged by the Coordinator. The purpose of this meeting is to provide an opportunity for the applicant to indicate whether the observed session was a valid opportunity for them to display the qualities of their teaching, and whether any unforeseen actions prevented them from completing their planned activities. If the applicant and the reviewers agree that the observed session was not a valid opportunity for the applicant to display the qualities of their teaching, then a second opportunity for peer review may be organised. Although the IPRT may wish to provide formative feedback to the applicant on their teaching, this is not the primary purpose of the process; such feedback may be negotiated between the applicant and the IPRT by mutual consent, but is not required.

3.5 Completion of reports by the Internal Peer Review Team

As soon as conveniently possible after the session and post-session meeting have been completed, both of the IPRT members should finalise their reports independently. If they so desire, they are free to discuss their observations and reflections, but each should complete their final report independently.

The IPRT reports should be confined to what was observed in the teaching session(s), and the subsequent discussion with the applicant. Other aspects relevant to the applicants' contribution to learning and teaching may be expected to be addressed in the applicants' overall application for promotion, which will be considered by the EPRT.

The completed report should be signed and forwarded, in confidence, to the administrative officer with the central responsibility for processing applications for promotion. The applicant will be given a copy of the reports by the administrative officer for the central area in time for them to respond to those reports as part of their promotion application. The applicant is also encouraged to complete the *Observation of Teaching Session Report* as a self-audit exercise. This could be used to structure the applicant's response to the IPRT reports.

It is important that the IPRT members accept that their reports should be statements that convey their qualitative judgment of the applicant's teaching. They should NOT make recommendations as to whether the applicant, on the basis of his/her teaching, should or should not be promoted.

If there is a marked discrepancy between the two IPRT reports, or between the reports and the applicant's self-assessment, the applicant may request a second observation, conducted by a new IPRT. She/he will then have the opportunity to provide a commentary on the reports produced by the new IPRT, which will be submitted to the promotion committee. In cases where a new IPRT has been appointed at the request of the applicant, the original and new IPRT reports and the applicant's commentaries will all be submitted to the promotion committee.

3.6 After completion

After the IPRT's reports have been submitted to the relevant promotion committee, applicants may make whatever further use of them that they choose. They are strongly encouraged to incorporate reflections on and responses to IPRT reports into their teaching portfolios, or other similar documents.

PEER REVIEW OF TEACHING/LEARNING PROTOCOLS

Preamble

This document contains details of the nine proposed dimensions of teaching that should inform the process of peer observation of teaching for promotion purposes. The nine dimensions of teaching outlined below are not independent; inevitably there is overlap across different dimensions. The dimensions largely reflect the “traditional” lecture/tutorial presentation format adopted by many academic staff. Other dimensions may be added/substituted to adjust to different teaching settings and styles, such as online teaching, small-group or problem-based learning sessions.

The dimensions of teaching used in this protocol, together with associated teaching strategies, are provided as a **broad guide only**. The strategies outlined are an attempt to illustrate the types of teaching behaviours judged to relate to, and enhance, the respective dimensions of teaching observed.

It is unlikely that any one teaching session would demonstrate all of the outlined teaching strategies to the same, significant extent. Some teachers may use a few selected strategies extensively; some may use several different strategies in combination so as not to be too dependent on a narrow approach to their teaching; some may use alternative strategies that have been shown to be effective for their particular discipline or group of students. Each of these approaches may have equal efficacy and validity; what is essential during the observed teaching session is the effective demonstration of a planned approach to teaching using strategies that have been identified beforehand and which incorporate appropriate aspects of the nine dimensions of teaching outlined, as well as others relevant to the context.

The pre-meeting between the applicant and the IPRT is important. In that meeting the applicant will identify the strategies to be used during the teaching session to be observed and articulate any additional dimensions appropriate to the context. After the teaching session has been observed, the peer reviewers will meet briefly with the applicant to determine if the observed session provided reasonable opportunity for the demonstration of the agreed dimensions of teaching. If the applicant and the peer reviewers agree that the session did not provide such a reasonable opportunity due to unforeseen circumstances, then another observation session may be negotiated. If all parties agree that the session did provide a reasonable opportunity, then only one peer review observation session is required.

DIMENSIONS OF TEACHING TO BE OBSERVED

Dimension 1: Students are actively engaged in learning

Indicative teaching strategies for demonstrating this dimension may include:

- fostering a supportive, non-threatening teaching/learning environment
- encouraging students to express views, ask and answer questions, and allow time and opportunity for this to occur
- using questioning skills which encourage student engagement
- providing immediate and constructive feedback where appropriate
- demonstrating enthusiasm for teaching and learning
- (for smaller groups) fostering extensive interaction
- (for very large groups) presenting in such a manner as to achieve maximum engagement

Dimension 2: Students’ prior knowledge and experience is built upon

Indicative teaching strategies for demonstrating this dimension may include:

- being fully aware of and/or determining students’ prior knowledge and understanding

- building on students' current knowledge and understanding, and taking them conceptually beyond this level
- where appropriate, using and building upon student contributions and preparation

Dimension 3: Teaching caters for student diversity

Indicative teaching strategies for demonstrating this dimension may include:

- demonstrating an appreciation of the different levels of knowledge and understanding in a group
- addressing, as appropriate, different learning needs and styles within the group
- focussing on building confidence, enthusiasm and intrinsic motivation
- fostering students' responsibility for their own learning, encouraging them towards being self-directed learners, (as distinct from teacher-directed learners)
- using appropriate strategies for different needs, balancing discursive interactive strategies with those that are more didactic (where simple transmission of knowledge is needed)
- recognising, at times, the need for teacher-directed strategies such as explaining, and being able to implement these effectively
- exercising balance between challenging and supporting students
- designing activities/tasks that allow students of differing abilities to participate/engage and demonstrate/enhance their learning
- providing examples or opportunities for discussion that cater for cultural diversity

Dimension 4: Students are encouraged to develop/expand their conceptual understanding

Indicative teaching strategies for demonstrating this dimension may include:

- helping students bridge the gap between their current conceptual understanding and the next "level"
- helping students become aware of what the next levels are
- encouraging students to become self-directed learners by using the "lecture"/presentation as the stimulus for individual study/learning
- challenging students intellectually eg by extending them with question/answer/discussion components where students' conclusions must be justified to the teacher and peers. This usually involves questions such as "What do you think is going on"; "Why"; "What if...?" etc
- encouraging students to internalise or "construct " their individual conceptual understanding (ultimately the learner must be responsible for his/her own learning)
- encouraging deep (intrinsic) rather than surface (extrinsic) approaches to learning
- working cooperatively with students to help them enhance understanding
- clearly demonstrating a thorough command of the subject matter

Dimension 5: Students are aware of key learning outcomes

Indicative teaching strategies for demonstrating this dimension may include:

- ensuring students are progressively aware of key learning outcomes
- focussing on learning outcomes at key points in the presentation
- ensuring a synthesis of key learning outcomes is emphasised towards the conclusion of the session so that individual student follow-up work is well focussed
- encouraging each student to accept responsibility for learning issues to follow-up and consolidate
- ensuring students are aware of the link between key learning outcomes and assessment (formative and summative), as appropriate

Dimension 6: Actively uses links between research and teaching

Indicative teaching strategies for demonstrating this dimension may include:

- emphasising, where appropriate, links between research outcomes and learning
- using research links appropriately, given the level of student conceptual development
- raising students' awareness of what constitutes research

Dimension 7: Uses educational resources and techniques appropriately

Indicative teaching strategies for demonstrating this dimension may include:

- using IT techniques effectively, eg PowerPoint or multimedia presentations of a professional standard
- using, as appropriate, a balance of IT and other strategies
- using available classroom resources to support student learning effectively
- supplying resources, materials and literature to support student learning
- using specific educational strategies and techniques in the design and delivery of teaching sessions, to achieve key objectives

Dimension 8: Presents material logically

Indicative teaching strategies for demonstrating this dimension may include:

- providing an early brief structural overview of the session
- developing this structure in a coherent manner, ensuring students are constantly aware of the development of the session
- providing time for reviewing at key stages, including closure
- establishing closure, aiming at helping students draw together and understand major issues and identify individual learning needs and short-comings

Dimension 9: Seeks feedback on students' understanding and acts on this accordingly

Indicative teaching strategies for demonstrating this dimension may include

- seeking feedback progressively during the session eg through constant observation of interest level and engagement and by using specific questions to test understanding
- modifying the presentation to accommodate feedback messages
- seeking feedback towards the conclusion of the session to assist student to determine individual work to be consolidated

MEETINGS AND REPORTS

Pre-meeting of both IPRT members with applicant

1. Negotiate and refine details of the observation protocol
2. Check and finalise logistics for observation(s) and post-observation meeting
3. Applicant explains:
 - session objectives
 - rationale for chosen teaching strategies
 - how the teaching session fits in to the overall course
 - any additional dimensions appropriate to the context

Post-meeting of both IPRT members with applicant

1. Allow applicant the opportunity to discuss whether the observed session allowed her/him the opportunity to use their planned approach. Why/why not?
2. Allow applicant the opportunity to self-assess against the agreed dimensions and allow peer reviewers to obtain a copy of the self-assessment.
3. Allow applicant the opportunity to describe if he/she would do anything differently. Why?
4. Discuss details of a second observation session, if needed.

Meetings of IPRT members

The peer reviewers will need to meet briefly, before the initial pre-meeting with each candidate, to clarify issues about the detail and conduct of the pre/post meetings and the observations. This may be a phone meeting.

Submitting Reports

The *Observation of Teaching Session Reports* should be finalised within two weeks of the post-meeting with the applicant and forwarded to the Peer Review Coordinator. Peer reviewers may forward their handwritten report(s) from the various meetings and observation session(s), or they may choose to transcribe their original notes as individual reports, or a consolidated report. IPRT members should have a brief post-review meeting to discuss their observations and comments, and to decide whether they will submit separate reports or a consolidated report; either option is acceptable.

All reports must be on the *Observation of Teaching Session Report* proforma provided.

Use of the Reports

For those applicants who choose to submit a teaching portfolio or teaching accomplishment profile for review by the EPRT, copies of any *Observation of Teaching Session Reports* will be sent to the EPRT to be used as part of the external peer review process.



Internal Peer Review of Teaching Observation of Teaching Session Report

Applicant's details

Applicant's Name: _____

Faculty: _____

School: _____

Course Name: _____

Year Level: _____

Type of Session _____
(e.g. lecture/tutorial/workshop)

Number of students in course: _____

Number of students in this class: _____

Date and time of session: _____

Length of session: _____

Part of session observed: _____

Reviewer

Learning and teaching reviewer ☐

Discipline reviewer ☐

Reviewer's name: _____

School & Faculty: _____

Please read the details included in the *Dimensions of Teaching to be Observed* listed earlier in this document

A. General comments

Dimensions of learning and teaching activity:	Quantity and quality of evidence			
1. Students are actively engaged in learning Your examples and comments:	No apparent examples <input type="checkbox"/>	Some examples <input type="checkbox"/>	Many examples <input type="checkbox"/>	Extensive examples <input type="checkbox"/>
	Effectiveness not clear <input type="checkbox"/>	Effective <input type="checkbox"/>	Very effective <input type="checkbox"/>	Exceptionally effective <input type="checkbox"/>
2. Students' prior knowledge and experience is built upon Your examples and comments:	No apparent examples <input type="checkbox"/>	Some examples <input type="checkbox"/>	Many examples <input type="checkbox"/>	Extensive examples <input type="checkbox"/>
	Effectiveness not clear <input type="checkbox"/>	Effective <input type="checkbox"/>	Very effective <input type="checkbox"/>	Exceptionally effective <input type="checkbox"/>
3. Teaching caters for student diversity Your examples and comments:	No apparent examples <input type="checkbox"/>	Some examples <input type="checkbox"/>	Many examples <input type="checkbox"/>	Extensive examples <input type="checkbox"/>
	Effectiveness not clear <input type="checkbox"/>	Effective <input type="checkbox"/>	Very effective <input type="checkbox"/>	Exceptionally effective <input type="checkbox"/>
4. Students are encouraged to develop/expand their conceptual understanding Your examples and comments:	No apparent examples <input type="checkbox"/>	Some examples <input type="checkbox"/>	Many examples <input type="checkbox"/>	Extensive examples <input type="checkbox"/>
	Effectiveness not clear <input type="checkbox"/>	Effective <input type="checkbox"/>	Very effective <input type="checkbox"/>	Exceptionally effective <input type="checkbox"/>

5. Students are made aware of key learning outcomes Your examples and comments:	No evidence	Some evidence	Clear evidence	Extensive evidence
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Actively uses links between research and teaching Your examples and comments:	No apparent examples	Some examples	Many examples	Extensive examples
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Effectiveness not clear	Effective	Very effective	Exceptionally effective
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Uses educational resources and techniques appropriately Your examples and comments:	No apparent examples	Limited range of examples	Good range of examples	Extensive examples
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Effectiveness not clear	Effective	Very effective	Exceptionally effective
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Presents material logically Your examples and comments:	Logic not apparent	Logic apparent	Logic very clear	Logic exceptionally clear
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Seeks feedback on students' understanding and acts on this accordingly Your examples and comments:	No apparent examples <input type="checkbox"/>	Some examples <input type="checkbox"/>	Many examples <input type="checkbox"/>	Extensive examples <input type="checkbox"/>
	Effectiveness not clear <input type="checkbox"/>	Effective <input type="checkbox"/>	Very effective <input type="checkbox"/>	Exceptionally effective <input type="checkbox"/>
10. Other areas relevant to institutional priorities Your examples and comments:	No apparent examples <input type="checkbox"/>	Some examples <input type="checkbox"/>	Many examples <input type="checkbox"/>	Extensive examples <input type="checkbox"/>
	Effectiveness not clear <input type="checkbox"/>	Effective <input type="checkbox"/>	Very effective <input type="checkbox"/>	Exceptionally effective <input type="checkbox"/>

B. Your summary of the quantity and quality of evidence and outcomes observed

Peer Review of Teaching for Promotion Applications:

Peer Assessment of Written Documentation

Information, Protocols and Review Form for *External* Peer Review Team

Support for this document has been provided by the Australian Learning and Teaching Council Ltd, an initiative of the Australian Government Department of Education, Employment and Workplace Relations.

The views expressed in this document do not necessarily reflect the views of the Australian Learning and Teaching Council.

Available from
www.adelaide.edu.au/clpd/peerreview/documents.html

1. The objective of the Peer Review process

Excellent teaching should be recognised, valued and rewarded in a similar manner to excellent research. One of the fundamental pillars for the recognition of excellent research is through peer review.

This peer review of teaching process covers two areas of academic practice: classroom performance and non-classroom curriculum activity. Academics who apply for promotion and elect to have their teaching peer reviewed as a component of the promotion process will each have at least one teaching session observed by a two-person internal peer review team (IPRT). On the basis of the first-order evidence obtained by direct scrutiny of the applicant's teaching, a report on each applicant will be prepared by each member of the IPRT. These will be used by the relevant academic promotion committee to inform their decisions about the merits of the promotion application of the applicant.

Academics who apply for promotion and elect to have their non-classroom curriculum activity peer reviewed (separately from or in addition to their classroom teaching) will have their teaching portfolio and/or teaching component of their promotion application sent to a partner university, where a two-person External Peer Review Team (EPRT) will consider the relevant portions of the application, which may include an IPRT report. Different universities are likely to have different requirements for the evidence that should be presented as part of the teaching component of the promotion application, so the specific information that will be sent for external peer review will depend on local requirements. Using the criteria in the external peer review form, the EPRT members will make a determination as to the quantity and quality of the evidence presented by the applicant on the standard of their contribution to teaching. The EPRT's two individually-written reports will then be returned to the home university, to be used by the relevant academic promotion committee within that university.

The reports prepared by IPRTs and EPRTs will provide academic promotion committees with sources of expert advice on the quality of an applicant's teaching and the standard of their contribution to educational practice, based on a comprehensive peer review process.

Because the definition of what constitutes good teaching practice is so broad, it is impractical to attempt to construct a prescriptive, rigid framework that would be applicable to all teachers in all teaching situations. With this in mind, the IPRT and EPRT forms have been designed to be flexible, covering broad dimensions of teaching and learning practice that could reasonably be expected to be present in the practice of an applicant for promotion. At the same time, individual institutions may include additional criteria relevant to the local educational context.

Protocols for both the IPRT and EPRT have been prepared with due recognition of the fact that they may need to be adapted to meet the requirements of individual universities.

2. The External Peer Review Team

2.1 Role of the External Peer Review Team

External Peer Review Teams will make a determination as to the quality of the evidence presented in each applicant's set of documentation. Each EPRT member will prepare a separate report, although they may choose to discuss their reviews with each other. An EPRT member will NOT express a view as to whether an applicant should/should not be promoted.

2.2 Composition of the External Peer Review Team

Universities will need to select a pool of suitable staff members who may be appointed to External Peer Review Teams. Each team will comprise two peer reviewers; one will be well credentialed and experienced in learning and teaching, and the other will be from a discipline area broadly relevant to the specific applications received for review.

The peer reviewers should be suitably qualified and skilled staff with recognised expertise in the field of learning and teaching. In most cases they would be chosen from those who have been recipients of an internal or external teaching award, have formal qualifications in learning and teaching, and/or have an educational research profile. The reviewers will be of at least Senior Lecturer level, and each peer review team will have at least one member at Associate Professor or Professor level.

All reviewers must be approved by the DVC(A), or her/his nominee. Once approved, these reviewers will form the university's panel of learning and teaching peer reviewers, with individuals drawn from the panel to be included in an EPRT and/or an IPRT for that university.

2.3 Preparation of members of the external peer review teams

There is an expectation that all peer reviewers will undergo appropriate professional preparation. In most circumstances, the workshops, information sessions or any other suitable means of preparation will be planned and presented as a collaborative exercise between the central Academic Development Unit and the Human Resources Department within the university concerned.

3. The process

3.1 Matching the partner universities

It will be the decision of each university as to which other university or universities will be approached to be external peer review partners.

3.2 Coordination and transfer of applications to and from a partner university

An appropriate member of staff must be nominated to be the **Coordinator** and contact person for the Peer Review process. This person will usually reside in the central Academic Development Unit and will be responsible for supervising the administrative tasks that the project requires.

Following the closing date for the receipt of applications for a promotion round, the staff member responsible for the processing of applications within the university concerned (the **Administrator**, usually an appropriate member of Human Resources) will advise the Coordinator of the names of applicants, with details of their Discipline, School and Faculty, who have elected to have their teaching peer reviewed as a component of the promotion process. This will enable the Coordinator to organise any requested internal peer review sessions. The Coordinator will convey to the partner university the number, discipline and promotion level of the applicants requiring external peer review, but **not** the names of the applicants. This will enable the Coordinator in the partner university to assemble individual EPRTs with appropriate members.

If IPRT reports are to be included in the documentation sent for external peer review, an appropriate process will need to be included so that the *internal* peer reviews are completed in time for inclusion in the *external* peer review process. The Administrator should prepare for the Coordinator a collection of all the applications submitted by academics who have elected to participate in the external peer review process, and the corresponding reports from the IPRTs if they are to be included, together with a covering sheet with the applicants' names, Schools and Faculties. The collection should be dispatched

by a secure means to the coordinator in the partner university, who will then distribute each individual bundle (without the individual identification details) to the appropriate EPRT within that university.

3.3 The selection of the external peer review team

The Coordinator in the partner university will consult with available peer reviewers to determine the most suitable members for each EPRT. This consultation will be based on the discipline area of the applicant and the nature of their teaching practice. The Coordinator will then organise for the distribution of the relevant documentation to the appropriate team members. The DVC(A), or her/his nominee, will be informed of the members of each team.

3.4 Conflict of interest

Members of EPRTs will in principle not know whose application packages they are reviewing. However, in practice they may recognise an applicant from their list of publications, professional contacts etc. An EPRT member may by chance be assigned an application which she/he recognises as belonging to an academic with whom she/he has a close personal or professional relationship (these include family and financial relationships, current or recent former research partners or co-writers, and recent teaching colleagues). Recent close professional relationships are defined as those active within 5 years of the date of the application.

As peer reviews relate to promotion decisions, peer reviewers are required to act in accordance with the Ethics or Conflict of Interest policy of their university, and disclose any potential conflict of interest to the co-ordinator. The Coordinator will then make appropriate arrangements for another peer reviewer or EPRT to act in their place, if it is judged necessary.

3.5 External peer review team reports

As soon as the EPRTs have completed their *Reports by External Peer Review Team Members*, the applications, associated documentation, and EPRT reports will be returned to the originating partner university. The Human Resources administrator in the originating partner will forward copies of the reports to the applicant, who may write a commentary on the reports for submission to the promotion committee. If there is a marked discrepancy between the individual EPRT members' reports, or where an applicant can substantiate that an EPRT has significantly misinterpreted the evidence presented by the applicant, she or he may request that an additional review be conducted by a new EPRT. The decision to allow an additional review will be the responsibility of the chair of the relevant promotion panel. In cases where a new EPRT has been appointed at the approved, both the original and new EPRT reports and the applicant's commentaries will all be submitted to the promotion committee.

3.6 Confidentiality

Each member of the EPRTs, the Coordinator, the Administrator and any other relevant administrative staff handling promotion application material will treat all documentation and information provided by partner universities as strictly confidential. Hard copies of written application packages should be disposed of in confidential waste bins.

3.7 After completion

Applicants can make any further use of their summative peer review reports that they choose. They are strongly encouraged to incorporate reflections on and responses to their EPRT reports in their teaching portfolios or other similar documents.

4. Dimensions of educational practice to be reviewed

If academic staff are to be promoted on the basis that they have manifested a high level of excellence in teaching, promotion committees must be assured that evidence has been presented of high-quality outcomes in the relevant preceding years. The broad dimensions of learning and teaching activity that would be appropriate for the teaching component of a promotion application are:

1. Alignment of teaching practices with teaching philosophy
2. Effectiveness of teaching activity as evidenced through student engagement and outcomes
3. Effectiveness of curriculum and assessment design and development
4. Evidence of command of content in the discipline or field
5. Development of teaching based on feedback from sources such as students, peers, profession and/or community
6. Scholarly approach to learning and teaching; scholarly outcomes from research on learning and teaching
7. Effectiveness of leadership in learning and teaching
8. Recognition of contribution to learning and teaching
9. Other areas relevant to institutional priorities

Dimension 1: Alignment of teaching practices with teaching philosophy

Indicative evidence for demonstrating this dimension may include:

- the inclusion of a reflective approach describing an educational practice that is grounded in the educational literature or uses discipline-based language to describe a thoughtful approach to learning and teaching. Subsequent examples used by the applicant to highlight their contributions to learning and teaching should show an alignment with their stated approach.
- the inclusion of a formal teaching philosophy, or statements that provide a rationale for the applicant's educational practice and its theoretical underpinnings. Although it is helpful when an applicant references sources from the educational literature to frame their philosophy, this may not be present in all applications. It should nevertheless be possible to determine what underpins an applicant's understanding of good learning and teaching.
- the presence throughout the application of the values and principles articulated in the teaching philosophy.

Dimension 2: Effectiveness of teaching activity as evidenced through student engagement and outcomes

Indicative evidence for demonstrating this dimension may include:

- some indicators of how the applicant has supported student learning in their particular educational context, including why they took a particular approach and what impact that approach had on student learning and student outcomes.
- some indicators of how the applicant enhanced student performance, used innovative teaching activities, catered for diversity in the student population, improved retention rates or academic standards or built on students' prior knowledge.

Dimension 3: Effectiveness of curriculum and assessment design and development

Indicative evidence for demonstrating this dimension may include:

- description of the applicant's approach to curriculum and assessment design. This may be written in discipline-specific language and may include examples of innovative or thoughtful approaches to aligning course objectives with learning activities and assessment tasks. It may include discussions about generic skill development or the use of graduate attributes.
- discussion of the applicant's use of diagnostic and formative assessment, with appropriate feedback, to direct student learning and improve student performance.
- examples of course requirements, innovative approaches to presenting discipline-specific content, innovative assessment practices, and the provision of effective learning resources.
- evidence of curriculum alignment showing that aims, learning objectives, content, teaching methods, assessment and evaluation are all planned and aligned to give the student a coherent learning experience.
- copies of course handouts that articulate curriculum alignment and student results that show high standards of effective learning, evidence of the wider use of the applicant's educational resources, or curriculum or assessment designs.

Dimension 4: Evidence of command of content in the discipline or field

Indicative evidence for demonstrating this dimension may include:

- copies of course handouts or content that show the use of recent research findings in the discipline, and/or current or topical content that would engage students in the learning process,
- examples of innovative approaches to presenting discipline-specific content, innovative assessment practices that use research findings from the discipline, or the development and provision of effective discipline resources that show a particularly deep understanding of the content in the field.
- descriptions of how the applicant keeps her or his expertise in the field up to date.

Dimension 5: Development of teaching based on feedback from sources such as students, peers, profession and/or community

Indicative evidence for demonstrating this dimension may include:

- statements of how the applicant has used feedback from students and other sources to improve her or his educational practice. This would normally involve collecting information from a range of sources and using that information to make changes to teaching practice.
- examples of survey results, peer evaluation results, feedback from professional review bodies or advisory boards, focus groups or community groups. Simply reporting feedback results would not normally be sufficient evidence of the effective use of feedback; the applicant should also provide some discussion on how s/he has used it.

Dimension 6: Scholarly approach to learning and teaching; scholarly outcomes from research on learning and teaching

Indicative evidence for demonstrating this dimension may include:

- description/s of how the applicant has used educational or discipline-based literature to improve their teaching.
- evidence of professional development activities the applicant has undertaken to inform her or his educational practice. This may include discussing teaching and learning issues with colleagues, reading about teaching strategies, participating in teaching development activities, reflecting upon educational practice and engaging in research in relation to it.
- evidence of contributions to scholarly research in the applicant's discipline in the form of educational publications, conference presentations, books or monographs, or reports from grants in learning and teaching.
- evidence of participation in internal or external learning and teaching projects.

Dimension 7: Effectiveness of leadership in learning and teaching

Indicative evidence for demonstrating this dimension may include:

- the applicant holding formal positions of responsibility and leadership within her or his School, Faculty, University.
- the applicant contributing to decision-making processes within their own institution, or nationally/internationally, in order to enhance learning and teaching.
- the applicant being an executive member of committees for professional bodies associated with learning and teaching, or contributing to conference organizing committees.

Dimension 8: Recognition of contribution to learning and teaching

Indicative evidence for demonstrating this dimension may include:

- award of a learning and teaching prize, either within their own institution, by a discipline-based professional body, or by a national or international learning and teaching organization.
- award of a Fellowship or Visiting Scholar title by a relevant learning and teaching organization.
- invitations to be a keynote speaker, undertake major curriculum or discipline reviews, or be a member of a formal review panel for another institution.

Dimension 9: Other areas relevant to institutional priorities

- these may vary with each institution, so the documentation presented to the EPRT should make it clear whether a particular criterion is important and requires specific commentary from the EPRT.

Different universities may elect to forward different documentation, depending on their promotion policy and procedures. The EPRT members will use the documentation forwarded by the partner university, and will take into account the specific promotion requirements of the partner institution.

EPRTs will make a determination as to the quality of the evidence presented in each applicant's set of documentation. Each EPRT member will prepare a separate report, although they may choose to discuss their reviews with each other. A peer review team will NOT express a view as to whether an applicant should/should not be promoted. The *Reports by External Peer Review Team Members* will be returned to the applicant.

The documentation sent to the external peer reviewers will not include the name of the applicant, but will use a Peer Review ID for tracking purposes.

REPORT BY EXTERNAL PEER REVIEW TEAM MEMBER

COVER SHEET

(This sheet must be attached to external peer review reports)

The cover sheet and the External Peer Review Team Reports will be made available to the academic promotion committee that considers the applications for the corresponding promotion round. ***This cover sheet will not be returned to the applicant.***

Applicant

Name: _____

Peer Review ID for anonymity: _____

Faculty: _____

School: _____

University: _____

External Peer Review Team

Learning and Teaching Peer Reviewer

Name: _____

Status: _____

Faculty: _____

School: _____

University: _____

Signature: _____

Date: _____

Discipline Specific Peer Reviewer

Name: _____

Status: _____

Faculty: _____

School: _____

University: _____

Signature: _____

Date: _____

REPORT BY EXTERNAL PEER REVIEW TEAM MEMBER

Learning and teaching reviewer ☐

Discipline reviewer ☐

Applicant

Peer Review ID:

Faculty:

School:

University:

This report is intended to provide an academic promotion committee with a source of expert advice on the quality of the outcomes from an applicant's learning and teaching activities, based on conclusions drawn from a careful analysis of the evidence provided in an applicant's application for promotion.

The report does NOT include a recommendation that s/he should/should not be promoted.

The External Peer Review Team members, while adhering to the External Peer Review of Teaching processes and protocols outlined, should not feel constrained or restricted in their comments as they relate to the documentation presented for review. The following dimensions of learning and teaching activities would be appropriate for the teaching component of a promotion application. Since applicants will come from a variety of disciplines, the external review team will take into account the different formats that evidence may take in relation to different educational contexts.

1. Alignment of teaching practices with teaching philosophy
2. Effectiveness of teaching activity as evidenced through student engagement and outcomes
3. Effectiveness of curriculum and assessment design and development
4. Evidence of command of content in the discipline or field
5. Development of teaching based on feedback from sources such as students, peers, profession and/or community
6. Scholarly approach to learning and teaching; scholarly outcomes from research on learning and teaching
7. Effectiveness of leadership in learning and teaching
8. Recognition of contribution to learning and teaching
9. Other areas relevant to institutional priorities

A. General comments

Dimensions of learning and teaching activity:	Quantity and quality of evidence			
1. Alignment of teaching practices with teaching philosophy Your examples and comments:	No apparent alignment	Some alignment	Clear alignment	Extensive alignment
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Effectiveness of teaching activity as evidenced through student engagement and outcomes Your examples and comments:	No apparent examples	Some examples	Many examples	Extensive examples
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Effectiveness not clear	Effective	Very effective	Exceptionally effective
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Effectiveness of curriculum and assessment design and development Your examples and comments:	No apparent examples	Some examples	Many examples	Extensive examples
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Effectiveness not clear	Effective	Very effective	Exceptionally effective
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Evidence of command of content in the discipline or field Comments on quality of evidence presented:	No apparent evidence	Some evidence	Clear evidence	Extensive evidence
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dimensions of learning and teaching activity:	Quantity and quality of evidence			
5. Development of teaching based on feedback from sources such as students, peers, profession and/or community Your examples and comments:	No apparent examples	Some examples	Many examples	Extensive range of examples
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Use of feedback not clear	Use of feedback satisfactory	Use of feedback good	Use of feedback exceptional
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Scholarly approach to learning and teaching; scholarly outcomes from research on learning and teaching Your examples and comments:	No apparent examples	Some examples	Many examples	Extensive examples
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Quality not clear	Quality satisfactory	Quality good	Quality exceptional
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Effectiveness of leadership in learning and teaching Your examples and comments:	No apparent examples	Some examples	Many examples	Extensive examples
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Effectiveness not clear	Effective	Very effective	Exceptionally effective
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Recognition of contribution to learning and teaching Comments on prestige of examples:	No apparent examples	Some examples	Many examples	Extensive examples
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dimensions of learning and teaching activity:
<p>9. Other areas relevant to institutional priorities</p> <p>Your examples and comments:</p>

B. Your summary of the quantity and quality of evidence and outcomes presented in applicant's documentation

Peer Review of Teaching for Promotion Applications:

Formative Peer Observation of Teaching

Information, Protocols and Observation Form for *Formative* Peer Review

Available from
www.adelaide.edu.au/clpd/peerreview/documents.html

Support for this document has been provided by the Australian Learning and Teaching Council Ltd, an initiative of the Australian Government Department of Education, Employment and Workplace Relations.

The views expressed in this document do not necessarily reflect the views of the Australian Learning and Teaching Council.

1. The objectives of Formative Peer Review

Faculties, Schools or individual Departments may wish to offer a formative peer observation program, to assist staff members in improving their promotion prospects before they undertake the summative process as part of their promotion applications.

It is recommended that Faculties, Schools or Departments offering formative peer review programs use two-person teams of peer reviewers, to help the staff members being reviewed become familiar with the summative peer review process. However, it is important that both the formative process and the formative feedback reports given to staff members being reviewed be kept completely separate from any summative peer review processes, and from the summative reports that are designed for promotion committees. Staff members who serve in Faculty, School or Departmental Formative Peer Review Teams (FPRTs) for a colleague seeking promotion should therefore not be chosen as summative Internal Peer Review Team (IPRT) members for that colleague. This will facilitate objective reporting for the summative peer reviews.

Because the definition of what constitutes good teaching practice is so broad, it is impractical to attempt to construct a prescriptive, rigid framework that would be applicable to all teachers in all teaching situations. With this in mind, the peer review report forms have been designed to be flexible, covering broad dimensions of teaching and learning practice that could reasonably be expected to be present in the practice of an applicant for promotion. At the same time, individual institutions may include additional criteria relevant to the local educational context.

Protocols for formative peer review have been prepared with due recognition of the fact that they may need to be adapted to meet the requirements of individual universities.

Faculties, Schools and Departments are also welcome to use or adapt the Formative Peer Review protocols and proformas to use in a peer review program oriented to professional development if they wish. Information about other methods of peer review for professional development purposes is also available at: <http://www.cshe.unimelb.edu.au/research/prot.html>.

2. The Formative Peer Review Team

2.1 Role of the Formative Peer Review Team

When a staff member chooses to have her/his teaching peer reviewed, the FPRT members will gain first-order evidence of her/his teaching skills by observing the applicant in one or more teaching/learning situations.

2.2 Composition of the Formative Peer Review Team

The FPRT should comprise two reviewers, one of whom is a well-credentialed and experienced learning and teaching expert and one of whom is a discipline-specific expert.

2.2.1 The learning and teaching peer reviewer

The learning and teaching peer reviewer should be a staff member who has recognised expertise in the field of learning and teaching. In most cases they would have been the recipient of a teaching award, have formal qualifications in learning and teaching and/or have an educational research profile. They should be of the same level as the staff member being reviewed, or higher.

2.2.2 The discipline-specific peer reviewer

As far as possible, the discipline-specific peer reviewer should be from the same broad discipline area as the staff member being reviewed, and should have internal recognition and credibility as having an appropriate level of understanding of learning and teaching issues. They should be of the same level as the staff member being reviewed, or higher.

2.3 The selection of Formative Peer Review Team members

FPRT members should be selected from volunteers within Central or Faculty Academic Development Units and the Faculty, School or Department organising the formative peer review program. They should not be chosen by the staff member being reviewed.

2.4 Preparation of members of the Formative Peer Review Team

It is recommended that staff members acting as formative peer reviewers be given access to some training in the role. Some central or Faculty-based Academic Development Units, or Human Resource Units, may already offer training for FPRT members. Where this has not been formally organized, peer reviewers may download teaching example clips from www.adelaide.edu.au/clpd/peerreview and practice writing review reports using the documentation accompanying the videos.

2.5 Conflict of interest

Some staff members may participate in both formative and summative peer review programs as reviewers. As reviewer awareness of the results of prior formative feedback may alter or prejudice the results of summative review, reviewers who participate in both forms of peer review are required to act in accordance with the Ethics or Conflict of Interest policy of their university and disclose to the *summative* peer review **Coordinator** if they have acted as a *formative* peer reviewer for the promotion candidate to whom they are assigned. The Coordinator will then make the appropriate arrangements for another peer reviewer or IPRT to act in their place.

3. The process

3.1 Nomination of teaching session(s) to be observed

It is the responsibility of the staff member being reviewed to nominate the session(s) to be observed; these may be formal classes, tutorials, a flexible learning program, a laboratory class, etc. Practicalities such as the availability of the reviewers and location may have to be taken into account.

Applicants should provide the review team with a brief synopsis of relevant course and session learning objectives, along with any necessary handouts. They may also, if they wish, provide other information and documentation relevant to their chosen teaching sessions, particularly with regard to any alignment between the theoretical and practical aspects of their teaching: for example, it would assist the review team for applicants to inform them of the outcomes they are hoping their students will achieve during each session, and of the learning activities and teaching strategies they intend to use to support these learning outcomes. However, the nature and extent of the additional information provided is left to the applicant's discretion.

3.2 Meeting between the reviewee and FPRT before the observations

The FPRT should have a meeting with the staff member being reviewed before the observations of the teaching session(s). The purpose of this meeting is to provide the reviewee with an opportunity to nominate the session(s) to be observed, discuss issues they perceive to be relevant, and make available any relevant documentation (for example, course outlines, curriculum, resources given to students etc). This meeting will be organised by the participants, and while there is no set duration, thirty to sixty minutes should be sufficient to cover the ground required.

3.3 The observation(s)

The FPRT members will passively and unobtrusively observe the nominated session(s), and record their observations. It is recommended that the applicant let the students in the session to be observed know that there are visitors but not indicate the purpose is to review the applicant's teaching.

3.4 Meeting between the reviewee and FPRT after the observations

As soon as is practical after the observations have been completed, there should be a second meeting between the staff member being reviewed and the FPRT. The purpose of this meeting is to provide an opportunity for self-assessment on the reviewee's part, and formative feedback from the FPRT.

3.5 Self-assessment

The staff member being reviewed may, if she/he wishes, complete a self-assessment using the same instrument as the reviewers, and bring it to the post-observation meeting for discussion and comparison.

3.5 Completion of reports by the FPRT

As soon as conveniently possible after the session has been observed, both of the FPRT members should complete their reports independently. If they so desire, they are free to discuss their observations and reflections, but each should complete their final report independently.

The FPRT reports should be confined to the information presented by the staff member being reviewed in the pre-observation meeting, what was observed in the teaching session(s), and subsequent discussion with the applicant.

The completed report should be signed and forwarded, in confidence, to the staff member being reviewed.

3.6 After completion

Staff members who have participated in the formative peer review process, either as reviewees or as reviewers, are strongly encouraged to incorporate reflections on and responses to the results of their reviews in their teaching portfolios or other relevant documents.

PEER REVIEW OF TEACHING/LEARNING PROTOCOLS

Preamble

This document contains details of the nine proposed dimensions of teaching that should inform the process of peer observation of teaching. The nine dimensions of teaching outlined below are not independent; inevitably there is overlap across different dimensions. The dimensions largely reflect the “traditional” lecture/tutorial presentation format adopted by many academic staff. Other dimensions may be added/substituted to adjust to different teaching settings and styles, such as online teaching, small-group or problem-based learning sessions.

The dimensions of teaching used in this protocol, together with associated teaching strategies, are provided as a **broad guide only**. The strategies outlined are an attempt to illustrate the types of teaching behaviours judged to relate to, and enhance, the respective dimensions of teaching observed. They do not represent a list of required practices.

It is unlikely that any one teaching session would demonstrate all of the outlined teaching strategies to the same, significant extent. Some teachers may use a few selected strategies extensively; some may use several different strategies in combination so as not to be too dependent on a narrow approach to their teaching; some may use alternative strategies that have been shown to be effective for their particular discipline or group of students. Each of these approaches may have equal efficacy and validity; what is essential during the observed teaching session is the effective demonstration of a planned approach to teaching using strategies that have been identified beforehand and which incorporate appropriate aspects of the nine dimensions of teaching outlined, as well as others relevant to the context.

The pre-meeting between the reviewee and the peer reviewers is important. In that meeting academic staff will identify the strategies to be used during the teaching session to be observed and articulate any additional dimensions appropriate to the context. After the teaching session has been observed, the reviewers will meet briefly with the reviewee to allow for feedback and self-assessment, and to arrange any further review sessions that are desired.

DIMENSIONS OF TEACHING TO BE OBSERVED

Dimension 1: Students are actively engaged in learning

Indicative teaching strategies for demonstrating this dimension may include:

- fostering a supportive, non-threatening teaching/learning environment
- encouraging students to express views, ask and answer questions, and allow time and opportunity for this to occur
- using questioning skills which encourage student engagement
- providing immediate and constructive feedback where appropriate
- demonstrating enthusiasm for teaching and learning
- (for smaller groups) fostering extensive interaction
- (for very large groups) presenting in such a manner as to achieve maximum engagement

Dimension 2: Students prior knowledge and experience is built upon

Indicative teaching strategies for demonstrating this dimension may include:

- being fully aware of and/or determining students’ prior knowledge and understanding
- building on students’ current knowledge and understanding, and taking them conceptually beyond this level
- where appropriate, using and building upon student contributions and preparation

Dimension 3: Teaching caters for student diversity

Indicative teaching strategies for demonstrating this dimension may include:

- demonstrating an appreciation of the different levels of knowledge and understanding in a group
- addressing, as appropriate, different learning needs and styles within the group
- focussing on building confidence, enthusiasm and intrinsic motivation
- fostering students' responsibility for their own learning, encouraging them towards being self-directed learners, (as distinct from teacher-directed learners)
- using appropriate strategies for different needs, balancing discursive interactive strategies with those that are more didactic (where simple transmission of knowledge is needed)
- recognising, at times, the need for teacher-directed strategies such as explaining, and being able to implement these effectively
- exercising balance between challenging and supporting students
- designing activities/tasks that allow students of differing abilities to participate/engage and demonstrate/enhance their learning
- providing examples or opportunities for discussion that cater for cultural diversity

Dimension 4: Students are encouraged to develop/expand their conceptual understanding

Indicative teaching strategies for demonstrating this dimension may include:

- helping students bridge the gap between their current conceptual understanding and the next "level"
- helping students become aware of what the next levels are
- encouraging students to become self-directed learners by using the "lecture"/presentation as the stimulus for individual study/learning
- challenging students intellectually eg by extending them with question/answer/discussion components where students' conclusions must be justified to the teacher and peers. This usually involves questions such as "What do you think is going on"; "Why"; "What if...?" etc
- encouraging students to internalise or "construct " their individual conceptual understanding (ultimately the learner must be responsible for his/her own learning)
- encouraging deep (intrinsic) rather than surface (extrinsic) approaches to learning
- working cooperatively with students to help them enhance understanding
- clearly demonstrating a thorough command of the subject matter

Dimension 5: Students are aware of key learning outcomes

Indicative teaching strategies for demonstrating this dimension may include:

- ensuring students are progressively aware of key learning outcomes
- focussing on learning outcomes at key points in the presentation
- ensuring a synthesis of key learning outcomes is emphasised towards the conclusion of the session so that individual student follow-up work is well focussed
- encouraging each student to accept responsibility for learning issues to follow-up and consolidate
- ensuring students are aware of the link between key learning outcomes and assessment (formative and summative), as appropriate

Dimension 6: Actively uses links between research and teaching

Indicative teaching strategies for demonstrating this dimension may include:

- emphasising, where appropriate, links between research outcomes and learning
- using research links appropriately, given the level of student conceptual development
- raising students' awareness of what constitutes research

Dimension 7: Uses education resources and techniques appropriately

Indicative teaching strategies for demonstrating this dimension may include:

- using IT techniques effectively, eg PowerPoint or multimedia presentations of a professional standard
- using, as appropriate, a balance of IT and other strategies
- using available classroom resources to support student learning effectively
- supplying resources, materials and literature to support student learning
- using specific educational strategies and techniques in the design and delivery of teaching sessions, to achieve key objectives

Dimension 8: Presents material logically

Indicative teaching strategies for demonstrating this dimension may include:

- providing an early brief structural overview of the session
- developing this structure in a coherent manner, ensuring students are constantly aware of the development of the session
- providing time for reviewing at key stages, including closure
- establishing closure, aiming at helping students draw together and understand major issues and identify individual learning needs and short-comings

Dimension 9: Seeks feedback on students' understanding and acts on this accordingly

Indicative teaching strategies for demonstrating this dimension may include:

- seeking feedback progressively during the session eg through constant observation of interest level and engagement and by using specific questions to test understanding
- modifying the presentation to accommodate feedback messages
- seeking feedback towards the conclusion of the session to assist student to determine individual work to be consolidated

MEETINGS AND REPORTS

Pre-meeting of both reviewers with reviewee

1. Negotiate and refine details of the observation protocol
2. Check and finalise logistics for observation(s) and post-observation meeting
3. Academic staff member explains:
 - session objectives
 - rationale for chosen teaching strategies
 - how the teaching session fits in to the overall course
 - any additional dimensions appropriate to the context

Post-meeting of both reviewers with reviewee

1. Allow reviewee the opportunity to discuss whether the observed session allowed her/him the opportunity to use their planned approach. Why/why not?
2. Allow reviewee the opportunity to self-assess against the agreed dimensions and allow peer reviewers to sight a copy of the self-assessment.
3. Allow reviewee the opportunity to describe if he/she would do anything differently. Why?
4. Allow feedback from the reviewers to the reviewee.
5. Discuss details of a second observation session, if needed.



Formative Peer Review of Teaching Observation of Teaching Session Report

Applicant's details

Applicant's Name: _____

Faculty: _____

School: _____

Course Name: _____

Year Level: _____

Type of Session _____
(e.g. lecture/tutorial/workshop)

Number of students in course: _____

Number of students in this class: _____

Date and time of session: _____

Length of session: _____

Part of session observed: _____

Reviewer

Learning and teaching reviewer ☐

Discipline reviewer ☐

Reviewer's name: _____

School & Faculty: _____

Please read the details included in the *Dimensions of Teaching to be Observed* listed earlier in this document.

FORMATIVE PEER REVIEW

A. General comments

Dimensions of learning and teaching activity:	Quantity and quality of evidence			
1. Students are actively engaged in learning Your examples and comments:	No apparent examples	Some examples	Many examples	Extensive examples
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Effectiveness not clear	Effective	Very effective	Exceptionally effective
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students' prior knowledge and experience is built upon Your examples and comments:	No apparent examples	Some examples	Many examples	Extensive examples
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Effectiveness not clear	Effective	Very effective	Exceptionally effective
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Teaching caters for student diversity Your examples and comments:	No apparent examples	Some examples	Many examples	Extensive examples
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Effectiveness not clear	Effective	Very effective	Exceptionally effective
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Students are encouraged to develop/expand their conceptual understanding Your examples and comments:	No apparent examples	Some examples	Many examples	Extensive examples
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Effectiveness not clear	Effective	Very effective	Exceptionally effective
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Students are made aware of key learning outcomes Your examples and comments:	No apparent evidence <input type="checkbox"/>	Some evidence <input type="checkbox"/>	Clear evidence <input type="checkbox"/>	Extensive evidence <input type="checkbox"/>
6. Actively uses links between research and teaching Your examples and comments:	No apparent examples <input type="checkbox"/>	Limited range of examples <input type="checkbox"/>	Good range of examples <input type="checkbox"/>	Extensive examples <input type="checkbox"/>
	Effectiveness not clear <input type="checkbox"/>	Effective <input type="checkbox"/>	Very effective <input type="checkbox"/>	Exceptionally effective <input type="checkbox"/>
7. Uses educational resources and techniques appropriately Your examples and comments:	No apparent examples <input type="checkbox"/>	Some examples <input type="checkbox"/>	Many examples <input type="checkbox"/>	Extensive examples <input type="checkbox"/>
	Effectiveness not clear <input type="checkbox"/>	Effective <input type="checkbox"/>	Very effective <input type="checkbox"/>	Exceptionally effective <input type="checkbox"/>
8. Presents material logically Your examples and comments:	Logic not apparent <input type="checkbox"/>	Logic apparent <input type="checkbox"/>	Logic very clear <input type="checkbox"/>	Logic exceptionally clear <input type="checkbox"/>

9. Seeks feedback on students' understanding and acts on this accordingly Your examples and comments:	No apparent examples <input type="checkbox"/>	Some examples <input type="checkbox"/>	Many examples <input type="checkbox"/>	Extensive examples <input type="checkbox"/>
	Effectiveness not clear <input type="checkbox"/>	Effective <input type="checkbox"/>	Very effective <input type="checkbox"/>	Exceptionally effective <input type="checkbox"/>
10. Other areas relevant to institutional priorities Your examples and comments:	No apparent examples <input type="checkbox"/>	Some examples <input type="checkbox"/>	Many examples <input type="checkbox"/>	Extensive examples <input type="checkbox"/>
	Effectiveness not clear <input type="checkbox"/>	Effective <input type="checkbox"/>	Very effective <input type="checkbox"/>	Exceptionally effective <input type="checkbox"/>

B. Your summary of the quantity and quality of evidence and outcomes observed

FORMATIVE

Peer Review of Teaching for Promotions Purposes

Internal Peer Review Team member training session

Convener's notes

Why is Internal Peer Review Team member training necessary?

As part of the Internal Peer Review of Teaching for Promotion Purposes, Internal Peer Review Team (IPRT) members are asked to make substantial, summative judgments about a colleague's teaching practice, in the context of their career advancement. If a peer review is done without reviewers having a clear understanding of the processes and assessment criteria used, it has the potential to significantly affect another's career or opportunity for promotion.

Common difficulties in producing Internal Peer Review reports

Discipline experts and Learning and Teaching experts can produce widely varying responses when asked to make judgments about the same applicant's teaching. This is often legitimate, and encouraged, as the two reviewers are looking for different things and the purpose of their reports is to provide two distinct perspectives to a promotion committee. However, it can become a problem if differences between the two reports stem from IPRT members having different, or even incompatible, understandings of what the assessment criteria they are using mean.

The purpose of IPRT member training sessions

The purpose of Internal Peer Review Team Member training sessions is therefore not to encourage identical interpretations or reports from Discipline experts and Learning and Teaching experts, but to assist in developing a common understanding of the assessment criteria being used in observation sessions, both within Internal Peer Review Teams and across the group of IPRTs operating at any given time. It also aims to acquaint IPRT members with the focus of their roles – assessing immediate performance in the classroom – and to develop their skill in using the reporting tool effectively, particularly with regard to supplying appropriate evidence to support their judgments.

Wider benefits

Staff members who participate in Peer Reviewer training sessions are engaging in a significant staff development activity which will not only enable them to function as peer reviewers, but also encourage reflection on their own teaching practise and, more broadly, on teaching in their discipline or area.

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One possible structure for a training/professional development meeting for IPRT members is outlined below. Depending on the number of IPRT members to be trained, it may be more effective to run two separate sessions with different training videos – one for reviewers working in qualitative disciplines, and one for reviewers working in quantitative disciplines.

A maximum of three years' gap between training sessions is recommended.

It may be useful to gather some feedback on this training process and the effect it has on IPRT members' reporting, once the peer review process is complete. Future rounds of reviewer training then can be modified and refined in response to the feedback, to make them more effective.

Process

Before the session

1. The convener sends report proformas to participants, allowing enough time for them to familiarise themselves with the processes and assessment criteria ahead of time.

During the session

1. The convener opens the meeting, welcomes and thanks the attendees for their participation in the peer review process, and outlines the series of exercises the session aims to cover, its objectives etc. They should emphasise here that the point of the training is not to produce identical responses – team members are after all looking for different things and offering different perspectives – but to generate a shared understanding of the assessment criteria. They should also emphasise that the point of the review process is to assess the applicant's *performance in the classroom* on individual occasions, not their wider teaching skills/scholarship (these elements are covered by the External Peer Review process).
2. All reviewers view Video 1. In order to create as situation as similar to a classroom observation as possible, the convener should not replay the video. It is therefore important to remind the reviewers to take notes while watching. 5 – 8 mins
3. Each reviewer drafts a short report using the reporting proforma. This can be a list of dot points, but must include some reference to the evidence on which their judgments are based. 10 mins
4. Reviewers divide into their teams and discuss their reports. What were their judgments, and why and how did they come to those conclusions? Where are the differences between their reports? Why? 10 mins
5. Each team reports back to the group on the differences and similarities between their reports, and their understanding of why these occurred. The convener may map these for all teams, and note any trends that arise for further discussion. 5 – 10 mins
6. The convener moderates a group discussion developing a common understanding of the assessment criteria (or any other topic that develops from the mapping of team responses). It is important that the convener does not try to impose meanings on reviewers at this point: they should be encouraged to develop them collaboratively. 15 mins

Some discussion of appropriate choice and use of evidence in writing the report should also be included here.
7. All reviewers view Video 2. Again, it is important that the reviewers take notes, as the convener should not replay this video after the first viewing. 5 – 8 mins

8. Each reviewer drafts a short report using the reporting proforma. Again, this can be a list of dot points, but it must isolate instances of evidence that support their judgments. 10 mins
9. Team members compare their reports and discuss where the differences and similarities lie this time, and why. 5 mins
10. Teams report back to the whole group on how and why they made decisions this time, and what differences and similarities there were between their reports. 10 mins
11. The convener opens the floor for any final questions, comments or concerns, and for team members to arrange further, individual meetings if they wish. 5 mins
12. Close the session.

Estimated length of session: 90 mins

Peer Review of Teaching for Promotions Purposes

Internal Peer Review Team member training session

Peer Reviewer's notes

Why is Internal Peer Review Team member training necessary?

As part of the Internal Peer Review of Teaching for Promotion Purposes, you will be asked to make substantial, summative judgments about a colleague's classroom teaching ability, in the context of their career advancement. If a peer review is done without both reviewers having a clear understanding of the processes and assessment criteria used, it has the potential to significantly affect another's career or opportunity for promotion.

Common difficulties in producing Internal Peer Review reports

Discipline experts and Learning and Teaching experts can produce widely varying responses when asked to make judgments about the same applicant's classroom practice. This is frequently legitimate, and encouraged, as you are looking for different things and the purpose of your reports is to provide two distinct perspectives to a promotion committee. However, it can become a problem if differences between reports stem from team members having different, even incompatible, understandings of what the assessment criteria mean.

The purpose of IPRT member training sessions

The purpose of this training session is therefore not to produce identical interpretations or reports from Discipline experts and Learning and Teaching experts, but to enable you to develop a common understanding of the assessment criteria applied to application packages, both within your own Internal Peer Review Teams and across the group of IPRTs operating at any given time. It also aims to familiarise you with the focus of your role – that is, assessing performance in the classroom and not scholarship of teaching – and to develop your ability to use the reporting tool effectively, particularly with regard to supplying appropriate evidence to support your judgments.

Wider benefits

By participating in this Peer Reviewer Training session, you are engaging in a significant staff development activity which will not only enable you to function as peer reviewer, but also enhance reflective practise and your awareness of teaching within your discipline or area.

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Session Outline

Before the session you will be sent a copy of the Internal Peer Review report proforma. Please take some time to familiarise yourself with the processes involved in this element of the Peer Review process, and with the assessment criteria provided, to prepare for Part 3 of the session.

Agenda

- | | |
|---|------------------|
| 1) Welcome and overview of session aims. | |
| 2) Video clip 1. | <u>5-8 mins</u> |
| 3) Draft short report using the proforma and citing evidence (can be outline or list of dot points). | <u>10 mins</u> |
| 4) Discuss reports in teams: judgments, differences, similarities, and the reasons for them. | <u>10 mins</u> |
| 5) Group discussion: similarities and differences between reports. | <u>5-10 mins</u> |
| 6) Discussion of assessment criteria and choice and use of evidence. | <u>15 mins</u> |
| 7) Video clip 2. | <u>5-8 mins</u> |
| 8) Draft new report using the proforma and citing evidence. | <u>10 mins</u> |
| 9) Discuss new reports in teams as before: judgements, differences, similarities, and reasons. | <u>10 mins</u> |
| 10) Group discussion: similarities and differences between new reports, and between previous/current decision-making processes. | <u>10 mins.</u> |
| 11) Questions, comments, concerns. | <u>5 mins</u> |
| 12) Close session. | |
| <u>Estimated length of session:</u> | <u>90 mins</u> |

Peer Review of Teaching for Promotion Purposes

Internal Peer Review candidates' information session

Agenda

This session is designed to give you information about the Internal Peer Review process and the opportunity to raise any questions and concerns you may have with the co-ordinator.

- 1) Welcome and apologies.
- 2) Overview of Internal Peer Review process: its aims and objectives.
- 3) Outline of Internal Peer Review process.
- 4) Nature and function of Internal Peer Review Reports and role of reviewer – summative 'snapshot' of current teaching practise, focussing on performance in the classroom or other teaching arenas.
- 5) Opportunity for comment on or response to reports.
- 6) Discussion of assessment criteria: meaning and negotiability.
- 7) Questions, concerns and comments.
- 8) Options for practice: self-evaluation using report form/working with others
- 9) Close session.

Estimated length of session: 45 minutes.

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Peer Review of Teaching for Promotions Purposes

External Peer Review Team member training session

Convener's notes

Why External Peer Review Team member training necessary?

As part of the External Peer Review of Teaching for Promotion Purposes, External Peer Review Team (EPRT) members are asked to make substantial, summative judgments about a colleague's teaching history and current practise, in the context of their career advancement. If a peer review is done without reviewers having a clear understanding of the processes and assessment criteria used, it has the potential to significantly affect another's career or opportunity for promotion.

Common difficulties in producing External Peer Review reports

Discipline experts and Learning and Teaching experts can produce widely varying responses when asked to make judgments about the same application. This is often legitimate, and encouraged, as the two reviewers are looking for different things and the purpose of their reports is to provide two distinct perspectives to a promotion committee. However, it can become a problem if differences between the two reports stem from EPRT members having different, even incompatible, understandings of what the assessment criteria they are using mean.

The purpose of EPRT member training sessions

The purpose of the EPRT member training session is therefore not to produce identical interpretations or reports from Discipline experts and Learning and Teaching experts, but to assist them in generating a common understanding of the assessment criteria applied to application packages, both within External Peer Review Team and across the group of EPRTs operating at any given time. It also aims to acquaint EPRT members with the focus of their roles – assessing the scholarship of teaching that underlies classroom practice, and the effectiveness of teaching overall – and to develop their skills in using the reporting tools effectively, particularly with regard to supplying appropriate evidence to support their judgments.

Wider benefits

Staff members who participate in Peer Reviewer training sessions are engaging in a significant staff development activity which will not only enable them to function as peer reviewers, but also encourage reflection on their own teaching practise and, more broadly, on teaching within their discipline or area.

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A possible structure for an for EPRT member training session is outlined below.

It may be useful to get feedback on the effectiveness of this training process and the effect it has on EPRT members' report-writing, once the peer review process as a whole is complete. Future rounds of reviewer training can then be modified and refined to make them more effective at your university.

A maximum of three years' gap between training rounds is recommended.

A note on resources: conveners may find it useful to develop a collection of de-identified application packages (both successful and unsuccessful) that can be used as training resources in addition to those provided. This should cover as many levels, faculties and disciplines as possible.

Some of these applications can be modified and reserved for use in Part 6.

Session outline

In order to avoid the session running over time, some documents should be sent to the EPRT members in advance. This will need to be done a week or more before the session, to give reviewers enough time to complete an initial draft report on an application ahead of time.

Before the session

1. The convener sends out training materials – application packages, report proformas etc – to team members. NB: Each EPRT's members must get the same application package, which can be targeted to their faculty or discipline area.
2. Prior to the meeting, each reviewer should complete a quick draft report on the application package, working from their own understanding of the assessment criteria. This can be a list of dot points, but should include references to evidence that supports their judgments. 30 mins

During the session

1. The convener opens the meeting, welcomes and thanks the attendees for their participation in the peer review process, and outlines the series of exercises the session aims to cover, its objectives etc. They should emphasise here that the point of the training is not to produce identical responses – team members are after all looking for different things – but to generate a common understanding of the assessment criteria they will be applying.
2. In their teams, reviewers discuss the reports they drafted prior to the meeting. What were their judgements, and why and how did they come to the conclusions they did? Where are the differences between the two reports? Why? 10 mins
3. Each team reports back to the whole group on the differences and similarities between their reports, and their understanding of why these occurred. The convener may list or map these for all teams and note any trends that arise. 10 mins
4. The convener moderates a discussion developing key themes that arise from the mapping of the team reports. It may be worth spending some time on developing a common understanding of the assessment criteria at this point (it is important that the convener does not try to impose meanings on the reviewers: they should be encouraged to develop them collaboratively). 15 mins

Some discussion of appropriate choice and use of evidence in writing the report should also be included here.

5. The convener gives each team a new application package with a section highlighted and one or two key criteria indicated. The convener should direct the reviewers to work with these sections and criteria only, as the next exercise will otherwise take too long.

6. Each reviewer writes a draft report on the new application package, focussing on the marked sections and criteria. As before, this can be a list of dot points, but the reviewer must isolate instances of evidence that support the judgments made. 20 mins
 7. Teams compare their reports and discuss where the discrepancies and similarities lie this time, and why. 10 mins
 8. Teams report back to the whole group on how and why they made decisions this time, and what differences and similarities there were between their reports. It may be useful to compare the first round of judgments on one or more applications with the second round. 5 – 10 mins
 9. The convener opens the floor to any final questions, comments or concerns, and for team members to arrange further, individual meetings if they wish. 5-10 mins
 10. Close of session.
- Suggested length of session: 75 – 90 mins

Peer Review of Teaching for Promotions Purposes

External Peer Review Team member training session

Peer Reviewer's notes

Why is External Peer Review Team member training necessary?

As part of the External Peer Review of Teaching for Promotion Purposes, you will be asked to make substantial, summative judgments about a colleague's teaching history and current practise, in the context of their career advancement. If a peer review is done or without both reviewers having a clear understanding of the processes and assessment criteria used, it has the potential to significantly affect another's career or opportunity for promotion.

Common difficulties in producing External Peer Review reports

Discipline experts and Learning and Teaching experts can produce widely varying responses when asked to make judgments about the same application. This is often legitimate, and encouraged, as you are looking for different things and the purpose of your reports is to provide two distinct perspectives to a promotion committee. However, it can become a problem if differences between the two reports stem from members of the same team having different, even incompatible, understandings of what the External Peer Review assessment criteria mean.

The purpose of EPRT member training sessions

The purpose of this training session is therefore not to produce identical interpretations or reports from Discipline experts and Learning and Teaching experts, but to help each team to generate a common understanding of the assessment criteria applied to application packages. It also aims to familiarise you with the focus of your role as an External Peer reviewer, and develop your ability to use the reporting tool effectively, particularly with regard to supplying appropriate evidence to support your judgments.

Wider benefits

By participating in this Peer Reviewer Training session, you are engaging in a significant staff development activity which will not only enable you to function as an effective peer reviewer, but also enhance reflective practise and your awareness of teaching within your discipline or area.

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Session Outline

Before the session you will be sent a promotion application package and a copy of the report proforma. You will need to read the application package and draft a report on it, using the assessment criteria and report form. Your report can be a list of dot points under each heading, but should contain some reference to the evidence on which you base your judgments in each case.

The draft report should take no more than 30 minutes.

Agenda

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| 1) Welcome and overview of session | |
| 2) In teams, reviewers discuss previously completed reports. | <u>10 mins</u> |
| 3) Group discussion: differences and similarities between reports, and the reasons for these. | <u>10 mins</u> |
| 4) Discussion of assessment criteria and use of evidence. | <u>15 mins</u> |
| 5) New application: draft a response to selected criteria using the report form. | <u>20 mins</u> |
| 6) In teams, reviewers discuss new reports as before. | <u>5 mins</u> |
| 7) Group discussion: differences and similarities between new reports; differences in decision-making process. | <u>10 mins</u> |
| 8) Questions, comments, concerns. | <u>5-10 mins</u> |
| 9) Close of session | |
| <u>Estimated length of session:</u> | <u>75 – 90 minutes</u> |

Peer Review of Teaching for Promotion Purposes

External Peer Review candidates' information session

Agenda

This session is designed to give you information about the peer review process, and the opportunity to raise any questions and concerns you have with the co-ordinator.

- 1) Welcome and apologies
- 2) Overview of External Peer Review process: aims and objectives.
- 3) Outline of External Peer Review process.
- 4) Nature and purpose of External Peer Review reports, and role of External Peer Reviewer – summative 'snapshot' of teaching history and current practice/effectiveness, excluding performance in the classroom or other teaching arenas.
- 5) Opportunities for candidates to comment on or response to reports.
- 6) Assessment criteria: meaning and negotiability.
- 7) Questions, concerns and comments.
- 8) Close meeting.

Estimated length of session: 45 minutes.

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Peer Review of Teaching for Promotion Purposes

Notes to Promotion Committee Members re: Internal and External Peer Review Team reports for applicants for promotion predominantly on the grounds of excellence in teaching.

These peer review reports are intended to provide third-party evidence (either first-hand, through direct observation of teaching, or through a close analysis of the written application) regarding an applicant's ability to support the claims made about her or his teaching ability in the application package. The reviewers who compiled the reports were requested not to make recommendations as to whether an applicant should be promoted. You may receive either an Internal Peer Review report and/or an External Peer Review report for a given applicant.

Internal Peer Review of Teaching reports

- Internal Peer Review of Teaching reports are designed to validate a candidate's teaching *performance* against specific criteria. They focus on what happens in the classroom (or other teaching venue/s), while the applicant is in contact with students. They are designed to offer evidence of whether an applicant is able to meet the criteria on a single designated occasion.

External Peer Review of Teaching reports

- External Peer Review of Teaching reports are designed to give you information about a candidate's *scholarship of teaching and long-term teaching effectiveness*; they focus on the parts of teaching work that occur outside of the classroom, and on educational research.
- Academics applying for promotion on the grounds of excellence in teaching may present research profiles based on scholarship of teaching. Some universities incorporate this under 'teaching' and some under 'research output'.

These reports are designed to assist you when you read the applicant's evidence. They should allow you to see alignment between the evidence presented by the applicant and the practices and standards relevant to excellence in teaching.

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Adapting Peer Review protocols

Formative reviews:

Will the formative process be separate from the summative process or not? Who will conduct formative peer reviews? Will applicants be reviewed by the same PRT member(s) for both formative and summative purposes? Who will organise formative peer reviews? At what levels/parts of the university structure will it be located— School, Faculty, Discipline?

Internal reviews:

Will Internal reports go external reviewers? How long are Internal reviews/reports valid? How are they integrated into the application process eg do they happen before or after the written application is submitted? Does the University have a set of guidelines or criteria for what should be achieved at each level of promotion, and how close a match will there be between these and the peer review criteria? Is Internal Peer Review required for all levels of promotion?

External reviews:

Will reports be external to the applicant's Discipline (ie done by an EPRT within the originating university), or external to their University (ie done by an EPRT from a partner university)? What should be submitted for review? When? If the material for review is not submitted at the same time as the application, how long is a review valid for? How close a match will there be between the Peer Review criteria and the criteria/structure for writing an application? Is External Peer Review required for all levels of promotion?

Authority:

What are the points of authority in the program? Who is involved? What roles (if any) will be taken by the DVC(A), PVC, Deans, Associate Deans L&T, Heads of Schools, ADU staff members and others? Who chooses and/or assigns peer reviewers?

Appeals:

What appeals processes will exist for applicants who are concerned about the reviews they receive?

Administration:

What role will your Academic Development Unit play in the summative process? What role will Human Resources play? To what extent will Faculties, Schools, Disciplines be involved?

Partner university:

Which university will you approach as a partner for external peer review (if any)? Will you aim for comparable PR systems at both universities? Who will handle the training and development of potential reviewers at your partner university – will it be a joint program, or handled internally by each university? Who will provide training resources?

Peer Review Teams and equity issues

When creating Peer Review Teams, particularly for Internal Peer Review, you will need to consider equity issues and how these may affect the review process. Some questions you might wish to consider are:

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| Reviewer rank: | While the academic ranks of reviewers have been specified in the protocol documents as 'Senior Lecturer and above', it may be necessary to match ranks, personalities and roles within the university more exactly. Will peer reviewers holding senior administrative positions (eg Deans, PVCs, or Heads of Academic Development Units) be matched with team members of equivalent status? Will candidates applying for promotion to Level B have a Peer Review Team of any level, or one 'capped' at Associate Professor level? Will personalities and prior interactions of reviewers be taken into consideration when forming Peer Review Teams? |
| Gender balance: | Will Peer Review Teams be made up of one male and one female reviewer as a matter of policy? Will mixed-gender or all-female Peer Review Teams be required particularly for women applicants? Will this be necessary for Internal Peer Review only, for External Peer Review only, or for both? |
| Cultural issues: | Issues of cultural difference may need to be considered, both between members of the Peer Review Team, and between the members of the Peer Review Team and the applicant for promotion. Will one or both members of a Peer Review Team be chosen for an ability to address cultural issues arising from a given application? Will reviewers be culturally matched or diversified if necessary to address issues arising from cultural matters? |

You may find that you have a limited pool of available reviewers and time, and that resources to fully cover all options may not be available.

